ATHLETIC JOURNAL

Vol. XXV April, 1945

Progress in the Development of the Running High Jump

T. E. Jones

The Youngster on the Pitching Mound

Herold "Muddy" Ruel

THE MARK OF QUALITY
SR
SEAMLESS RUBBER CO.
H-ZUOX-DW
ATHLETIC TAPE
12 INCHES x 10 YARDS
Developed especially for corrective and preventive strapping. Minimizes usual skin irritations caused by constant taping. Large size core for easy handling. Tape unwinds freely. Adheres instantly under all climatic conditions.
STORE ON END IN A COOL DRY PLACE
1 ROLL
8 CUTS—1½" x 10 YARDS
SR 2577
MADE BY THE SEAMLESS RUBBER CO.

There can be no compromise with quality when the protection of players is at stake. That's why coaches and trainers depend on "SR" . . . the athletic tape that does a sound job and leaves a clean-surfaced skin.

CUT-RAK adhesive dispenser

Taping is quicker and easier with this modern tape rack. No more hunting for scissors. No more tearing tape. Built-in cutter slides on track and cuts in both directions. Ask your dealer about CUT-RAK.

MINIMUM SKIN IRRITATION . . . new ivory-white adhesive reduces possibility of dermatitis.

GREATER SHELF LIFE . . . lasts longer especially when stored in high humidity.

MAXIMUM SUPPORT . . . sturdy quality permits firm strapping.

OVERSIZE CORE . . . revolves freely on thumb, permitting greater tension control.

Sold in various cuts, each 10 yards long, through Sporting Goods Dealers only.

SPORTING GOODS DIVISION

The SEAMLESS SR RUBBER Company

NEW HAVEN 3, CONN., U. S. A.

FINE RUBBER GOODS SINCE 1877

REG. U. S. PAT. OFF.

OFFICIAL Intercollegiate Foot Ball . . . favorite of the big teams . . . the famous J5-V.

SPALDING

Always sets the pace in sports

AWARDED TO 3 SPALDING PLANTS

ARMY NAVY

A. G. SPALDING & BROS., DIVISION OF SPALDING SALES CORPORATION

VOLUME XXV

The ATHLETIC JOURNAL

NUMBER 8

CONTENTS

for April, 1945

PAGE

5 Progress in the Development of the Running High Jump . . . T. E. Jones

11 Practice-Session Batting Dope . . . . . H. S. De Groat

14 The Youngster on the Pitching Mound . . . . . Herold "Muddy" Ruel

15 A Baseball Tournament Is the Answer . . . . . Howard G. Mundt

16 Editorials

20 Phases of Defensive Baseball—The Outfield . . . . . Carl Stockdale, Rogers Hornsby

36 First-Hand Information from the State Basketball Tournaments

Texas—Stanley Thomas

Illinois—G. A. Kintner

40 Kessler—A New Game . . . . . Leonard Richardson

44 Basketball in the Pacific Coast Junior Colleges

PUBLISHED MONTHLY except July and August by the Athletic Journal Publishing Company, 6858 Glenwood Avenue, Chicago, Illinois. Member Audit Bureau of Circulations. Request for change of address must reach us thirty days before the date of issue with which it is to take effect. Duplicate copies cannot be sent to replace those undelivered through failure to send advance notice.

SUBSCRIPTION PRICES: $1.50 per year; $2.00 for two years; $2.50 for three years; 90 cents for six months; 75 cents for five months; Canada, $1.75 per year; foreign $2.00 per year. Single copies, 25 cents. Copyright, 1945, The Athletic Journal Publishing Company. Entered as second-class matter, August 14, 1925, at the post office at Chicago, Illinois, under the Act of March 3, 1879.

send your equipment to RAWLEY to recondition

Many leading schools throughout the country depend upon Rawley to recondition their equipment for all sports (men's and women's). As an example: here's what we do with Face Masks (wire or bar type). We remove all old padding and straps, weld wire frame wherever necessary, put it back into the best possible shape and lacquer it. Padding is made of soft, sturdy, high grade leather. Shaped at eyes to give clear vision. New adjustable head straps made of leather and webbing. Price complete, $4 net.

Write us about reconditioning Track Shoes, Chest Protectors, Shin Guards or any other equipment. Mention quantity. We will send shipping instructions.

expert reconditioning of field hockey sticks

Send in your field hockey sticks for complete reconditioning. Old grips are removed. The stick is repaired, sanded, shellacked, and a preservative applied to prolong its life. Wound in brown leatherette with white surgical binding. Non-slip grip... soft on hands.

$1.25 net

"If it's from RAWLEY, it's right!"

Rawley Co.
NEW ROCHELLE, N. Y.

RAWLEY COMPANY - New Rochelle, N.Y. - RECONDITIONING DIVISION

Confidence

People like to do business with those they have confidence in. The high regard of coaches and equipment men for the Spot-Bilt organization is a time-honored confidence . . . a confidence which is being upheld and reaffirmed today by Spot-Bilt's ability to take care of its war contracts and still be able to deliver athletic shoes in times like these.

WITCHELL-SHEILL COMPANY CHICAGO, ILLINOIS

Illustration 1. Les Steers of Oregon, the world's greatest high jumper broke his own record when he leaped 6 feet, 11 inches (above) in the dual meet between the Pacific Coast Conference and the Big Ten.

Progress in the Development of the Running High Jump

By T. E. Jones
Track Coach, University of Wisconsin

THE running high jump is one of the oldest and most firmly established field events on the athletic program, having held a place on the ancient and revived Olympic games, and on all intercollegiate, interscholastic and Amateur Athletic Union programs. It is interesting to follow the evolution of jumping form. Donald Walker in his book on *Manly Exercise*, written in 1834, stated, "A fair high leaper would clear 5 feet, a first rate one 5½ feet and an extraordinary one 6 feet." This is still a fair statement if those who have made a scientific study of championship form are excluded.

The year 1876 marks the organized beginning of this sport in America in both the colleges and the Amateur Athletic Union, the year in which the first championship meets were started. According to the record charts, the winning height in this event that year was 5 feet, 5 inches. While we feel certain that there were many Americans who could eclipse this height, they left no recorded marks. Both George Washington and Abraham Lincoln were reputed to be champion high jumpers of their day, jumping around the 6-foot mark. I think we can accept this because both were built for top performance in this event.

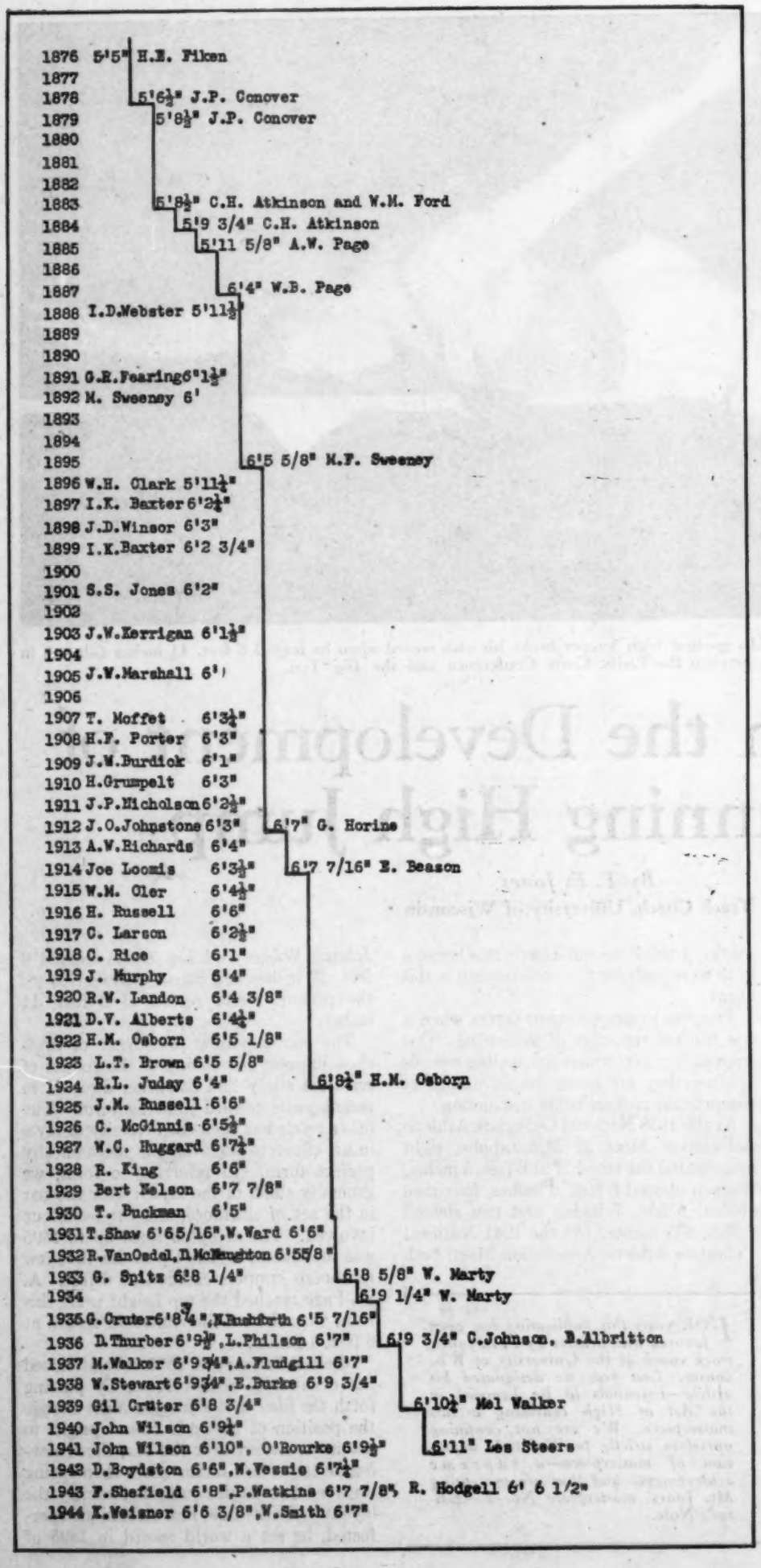
Progress in any endeavor comes when it has reached the stage of measuring. Our present-day performers are setting records because they are given the advantage of competition and scientific instruction.

At the 1938 National Collegiate Athletic Association Meet at Minneapolis, eight men cleared the crossbar at 6 feet, 5 inches, six men cleared 6 feet, 6 inches, four men cleared 6 feet, 7 inches and two cleared 6 feet, 8¾ inches. At the 1941 National Collegiate Athletic Association Meet, both Johnny Wilson and Les Steers cleared 6 feet, 10 inches and Steers went on to set the present world record of 6 feet, 11 inches.

FOR years this publication has been favored with articles by T. E. Jones, track coach at the University of Wisconsin. Last year we designated his article—Essentials to Be Learned in the Art of High Hurdling as his masterpiece. We are not confining ourselves strictly to Webster's definition of masterpiece—a supreme achievement—and thus are presenting Mr. Jones' masterpiece No. 2.—Editor's Note.

The contemporary prevalence of first-class jumpers is but one of the results of scientific study and attention directed in recent years toward jumping form. The other result has been the diversity of style in an effort to discover one mechanically perfect form. In referring to form, we generally think of the layout over the bar in the act of clearance, and the technique involved. The accepted form up to 1895 was the scissors style. Up to this time few top-notch jumpers could clear 6 feet. A. W. Page reached the top height using this form when he set the American record at 6 feet, 4 inches.

Michael Sweeney in 1892 revolutionized the event with a new form, by putting forth the idea that a jumper must change the position of his body from upright to flat in its transit over the bar, thus showing an important factor other than spring involved in scientific jumping, namely the layout. With this new technique perfected, he set a world record in 1895 of


1876 5'5" H.B. Piken
1878 5'6½" J.P. Conover
1879 5'8½" J.P. Conover
1883 5'8½" C.H. Atkinson and W.M. Ford
1884 5'9 3/4" C.H. Atkinson
1885 5'11 5/8" A.W. Page
1887 6'4" W.B. Page
1888 I.D.Webster 5'11½"
1891 G.R.Fearing 6'1½"
1892 M. Sweeney 6'
1895 6'5 5/8" M.F. Sweeney
1896 W.H. Clark 5'11½"
1897 I.K. Baxter 6'2½"
1898 J.D.Winsor 6'3"
1899 I.K.Baxter 6'2 3/4"
1901 S.S. Jones 6'2"
1903 J.W.Kerrigan 6'1½"
1905 J.W.Marshall 6'
1907 T. Moffet 6'3½"
1908 H.F. Porter 6'3"
1909 J.W.Burdick 6'1"
1910 H.Grumpelt 6'3"
1911 J.P.Nicholson 6'2½"
1912 J.O.Johnstone 6'3" 6'7" G. Horine
1913 A.W.Richards 6'4"
1914 Joe Loomis 6'3½" 6'7 7/16" E. Beason
1915 W.M. Oler 6'4½"
1916 H. Russell 6'6"
1917 C. Larson 6'2½"
1918 C. Rice 6'1"
1919 J. Murphy 6'4"
1920 R.W. Landon 6'4 3/8"
1921 D.V. Alberts 6'4½"
1922 H.M. Osborn 6'5 1/8"
1923 L.T. Brown 6'5 5/8"
1924 R.L. Juday 6'4" 6'8½" H.M. Osborn
1925 J.M. Russell 6'6"
1926 C. McGinnis 6'5½"
1927 W.C. Huggard 6'7½"
1928 R. King 6'6"
1929 Bert Nelson 6'7 7/8"
1930 T. Buckman 6'5"
1931 T.Shaw 6'65/16", W.Ward 6'6"
1932 R.VanOsdel, D.McNaughton 6'55/8"
1933 G. Spitz 6'8 1/4" 6'8 5/8" W. Marty
1934 6'9 1/4" W. Marty
1935 G.Cruter 6'8¾", N.Rushforth 6'5 7/16"
1936 D.Thurber 6'9⅛", L.Philson 6'7" 6'9 3/4" C.Johnson, B.Albritton
1937 M.Walker 6'9¾", A.Fludgill 6'7"
1938 W.Stewart 6'9¾", E.Burke 6'9 3/4"
1939 Gil Cruter 6'8 3/4" 6'10½" Mel Walker
1940 John Wilson 6'9½"
1941 John Wilson 6'10", O'Rourke 6'9½" 6'11" Les Steers
1942 D.Boydston 6'6", W.Vessie 6'7½"
1943 F.Sheffield 6'8", P.Watkins 6'7 7/8", R. Hodgell 6' 6 1/2"
1944 K.Weisner 6'6 3/8", W.Smith 6'7"

6 feet, 5⅝ inches which stood for seventeen years. The Sweeney style which became the standard jump is usually referred to as the Eastern jump. It still has many followers both here and abroad. Michael Sweeney is properly called the "Father of Modern Standardized Jumping" because of his scientific analysis of the technique involved in the fundamental principles of jumping.

Another important forward step, perhaps the greatest in the evolution of high jumping, was made in 1912 by George Horine when he developed a new form called the Western roll in which the take-off is from the inside foot, the layout is on the side, and the turn of the body over the crossbar is a rolling movement. Hence the name Western roll. Horine's style was so radically different that it seemed at first to be a complete abandonment of sound jumping principles, whereas, actually, it constitutes one of the closest approaches, yet discovered, to a scientific correct form. In the first year in which he used it, Horine set a world record of 6 feet, 7 inches and in 1914, Ed Beason, a contemporary, using the same style, raised the record to 6 feet, 7 7/16 inches. Since that time, every world-record holder has used the Western roll or a modification of it. Harold Osborn, using the roll, held the world record for ten years with a jump of 6 feet, 8¼ inches, and this mark was eclipsed by another roll jumper, Walter Marty, when he went 6 feet, 8⅝ inches.

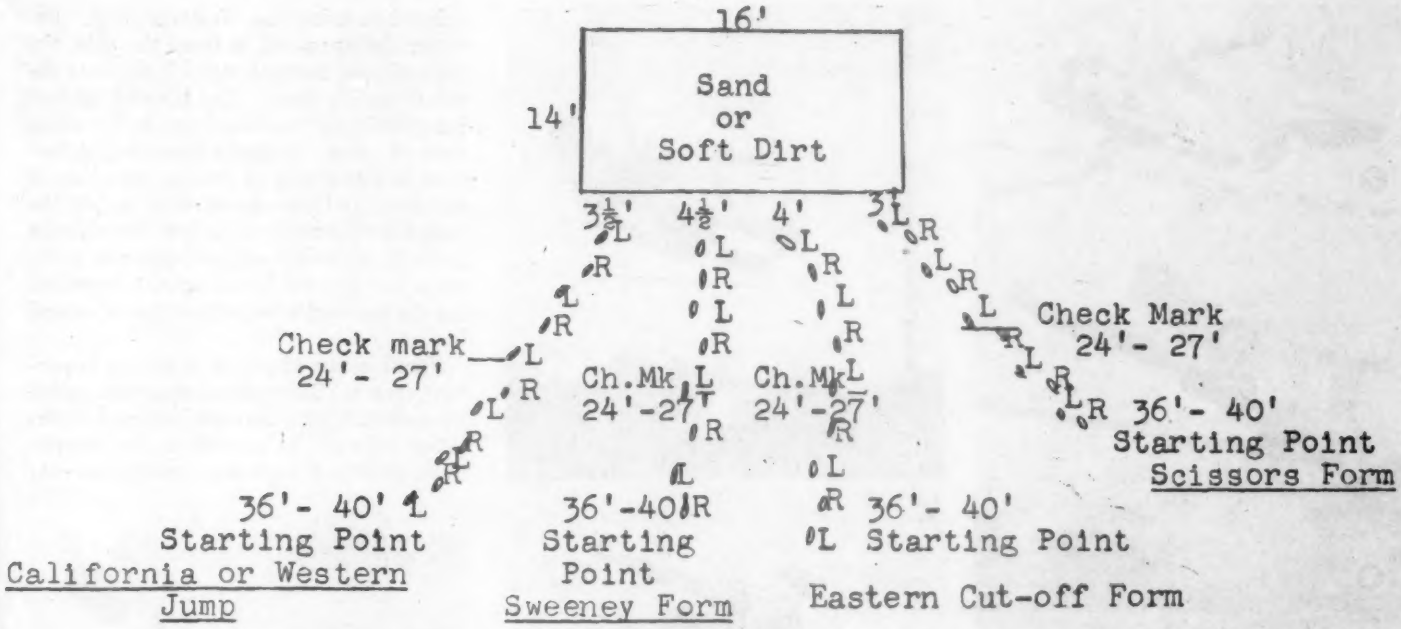
In 1932, the high-jump rule was changed, legalizing any jump made from one foot. This change permitted the dive and removed the mental inhibition that had cramped the style of many users of the Western roll in previous years. It also has permitted the development of the latest modification of the roll, namely the straddle, barrel, or belly, with which the present-world record of 6 feet, 11 inches was made.

Physical Requirements

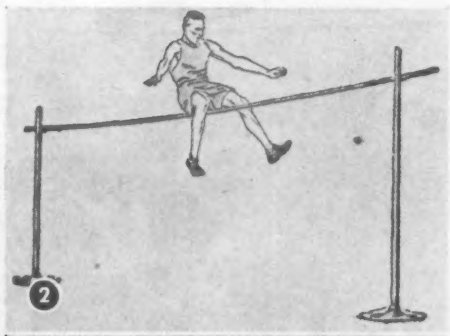
Several physical requirements must be present before an athlete can hope to become a 6-foot jumper, the most important of which are natural spring and elasticity of the leg muscles. Then come co-ordination, suppleness, strength, and height. Height, however, should more properly be considered as an advantage than as an absolute necessity, as some of the world's best jumpers have been under six feet in height—Sweeney, Landon, Osborn and the present record holder, Les Steers, is barely six feet. Nevertheless, other conditions being equal, a tall man, because his center of gravity is higher, has an advantage over a short man.

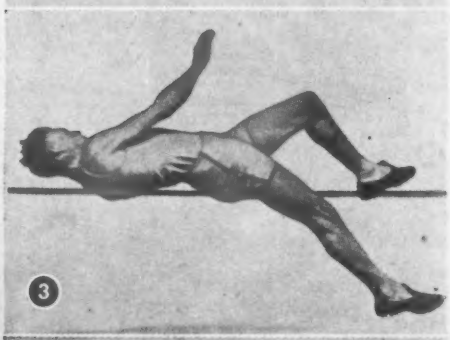
Fundamentals

The Layout: Before the technique of any one form is considered in detail, brief



Approach Marks.





Scissors (2), Modified Scissors (3), Eastern (4).

Illustration 2. Scissors jump.

Illustration 3. Clint Larson using the modified scissors.

Illustration 4. Michael Sweeney showing perfect layout of his own perfected form.

Illustration 5. I. K. Baxter, one of the early users of the Eastern cut-off style.

Illustration 6. R. W. Langdon. Note vigorous kick of free leg and full ankle leverage.

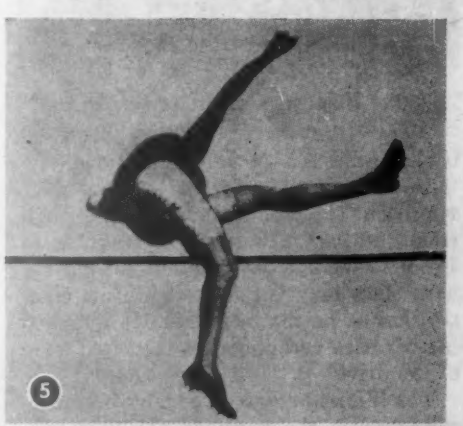
mention should be made of the fundamental principle upon which all accepted forms are based. That is the position of the body must change from vertical to horizontal during its transit over the crossbar. Generally among jumpers, this action is called the layout. Its purpose is to lift all parts of the body just high enough to clear the bar and no higher. There must be the utmost economy of movement and effort. No part, especially the shoulders and head, should be lifted higher than the center of gravity of the body. This layout brings the body into a horizontal position.

Usually a man clears the bar on his side as in the Eastern cut-off form and original Western form. This rule, however, is not absolute, and it can be made in a sitting position as in the scissors, on the back as in the modified scissors, or on the stomach as in the modified Western roll. The layout may be parallel to the crossbar as it generally is when the approach is from the side, or it may be at right angles when a man approaches from straight in front, or as in other methods at intermediate angles.

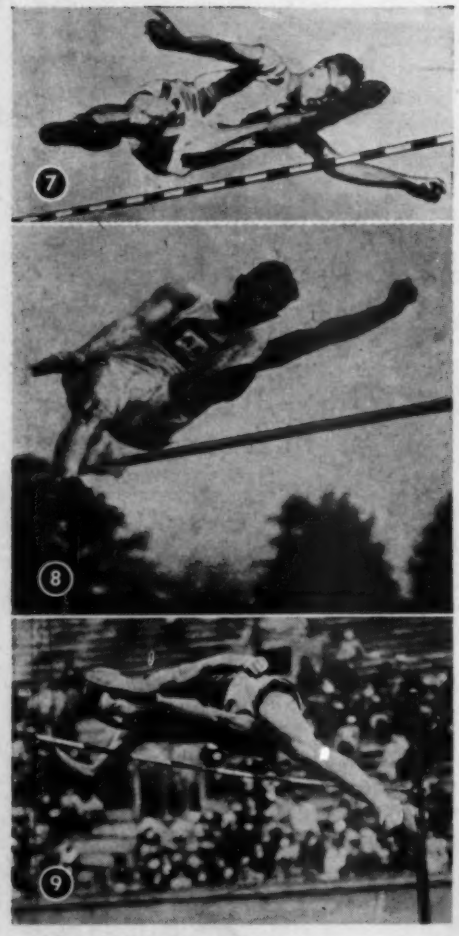
There are essentials other than the layout that need study and practice.

The Crouch and Gather: The approach is finished by a fully accented last step and a slight crouch of the take-off leg. In preparation for the explosive spring, a "settling down" is necessary to aid in the upward swing and lift. The forward momentum must be converted into an upward rise.

The Take-Off or Foot Stamp: A heel-ball-to-toe take-off is necessary to top-flight jumping. Many jumpers turn the toe of the take-off foot slightly toward the bar. Most jumpers locate the take-off spot by standing in front of the bar and kicking up with their whipping leg at the



Eastern Cut-off style.



Eastern Cut-off style.

bar, allowing a 5- or 6-inch additional distance to compensate for the speed of their approach. The take-off must be far enough from the bar to permit the lead leg to swing forward freely without hitting the bar. This may vary a little during competition as height increases. It is pulled further back because of the increased force of the drive.

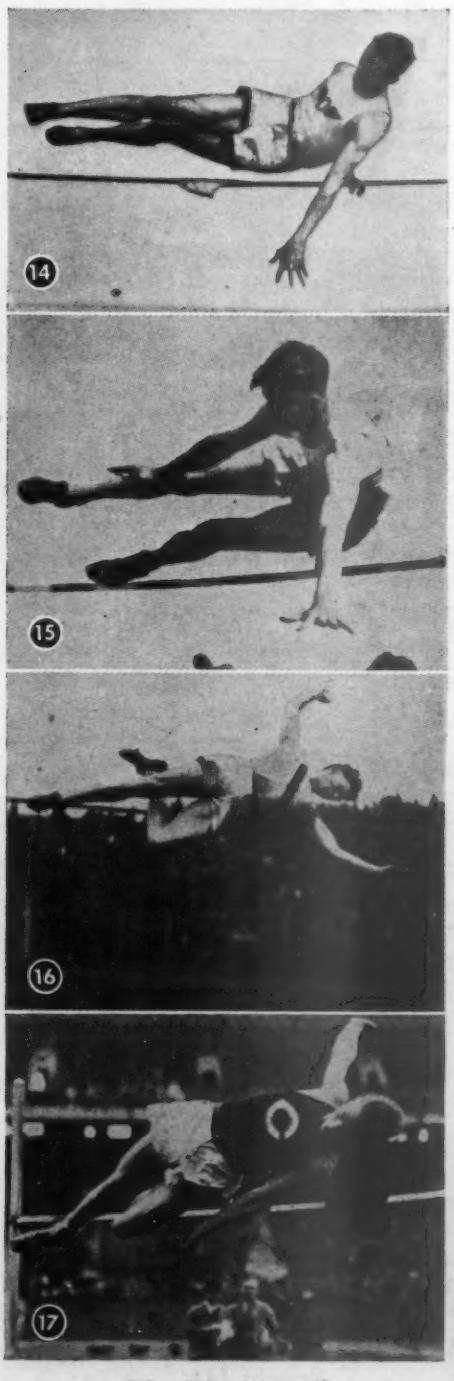
The Whipping Free Leg: Few beginners fully realize the value of this factor in throwing the body upward and assisting in producing the layout. The free leg should be vigorously kicked high and straight ahead in an essentially stiff-legged kick. It must be co-ordinated with the spring. The arms should be used to preserve balance and to help in the lift and turn.

The Spring and Lift: In the spring and lift, the take-off leg should be directly under the body as the upward drive is made. A good jump requires a full extension of the jumping leg and ankle. There usually is a slight forward lean of the body at the start of the spring. Since the spring is 90 per cent of a successful jump, care should be exercised to avoid affecting it by leaning toward the bar before the lift is completed. Slightly raising the left (inside) shoulder will tend to prevent this.

The Approach: A right-handed person usually takes off from the left foot. He will approach from the right side when using the scissors jump and from the left side when using the Western jump. Because the approach is from the side, the take-off spot for both styles is closer to the pit (3 to 3½ feet). The take-off spot of jumpers is not uniform even in the same style of jump. It varies because of difference in the length of the leg, direction of the run, and the speed with which the jumpers approach. It is best to cultivate an easy, smooth, even, straight run, gathering speed as the bar is neared, lengthening the last stride because of the drive and impact.

Speed in the approach is not an important factor. There is an optimum speed for each jumper determined by experimentation. In a fast approach, the jumper must possess enough leg strength to con-

Shoot-and-curl style of the Eastern form of jumping.

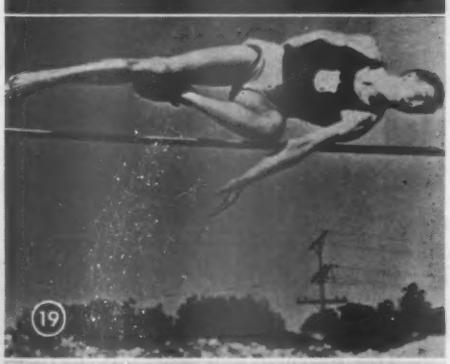


The Western roll.

vert the forward momentum into an upward lift. Too fast a run will tend to carry the high point in the jump beyond the crossbar whereas lack of sufficient speed will cause the jumper to come down on the crossbar. The front approach usually requires greater speed. The length of the run varies from seven to twelve yards. Most beginners run too far and too fast. Alvin Richards won the 1912 Olympic high jump with a run of twenty feet. Johnny Wilson did 6 feet, 10 inches with a 22-foot approach. The eyes should be kept on the crossbar during the last four strides of the approach. While some excellent experienced jumpers do not use a measured and marked approach because they find it too mechanical, it is best for a beginner to use a measured run.

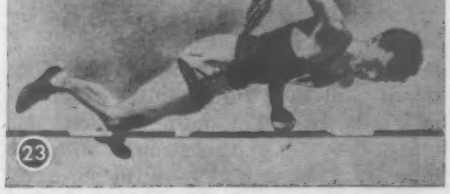
Styles of Jumping

At present there are many apparently different styles of jumping, based on the principle of hop plus layout, some rather difficult to analyze. By careful study, however, they all can be narrowed down to three basic forms, namely the scissors, Eastern and Western rolls. These I will discuss, and give a brief description of their modifications.



Marty (20) using original Western roll.

Illustration 7. R. W. Langdon in layout, Eastern cut-off form.
Illustration 8. W. M. Oler, Eastern cut-off style.
Illustration 9. George Spitz clearing 6 foot, 8½ inches in layout position using Eastern cut-off style.
Illustration 10. E. A. Fearing using the shoot-and-curl style.
Illustration 11. J. P. Nicholson showing the shoot-and-curl form.
Illustration 12. A. Richards, winner of Penn Relay and Interallied Games, using what is generally called the shoot-and-curl style.
Illustration 13. Bob Hodgell showing good layout over the bar in Eastern form, shoot-and-curl style.
Illustration 14. George Horine, originator of the Western roll.
Illustration 15. D. Alberts in Western roll.
Illustration 16. Harold Osborn in layout position, Western roll.
Illustration 17. Alton Berg of Chicago showing excellent layout in the Western jump.
Illustration 18. Mel Walker.
Illustration 19. Johnny Wilson.
Illustration 20. Walter Marty. World record holder at 6 feet, 9¼ inches, using original Western roll.
Illustration 21. Cornelius Johnson, Olympic winner and co-holder of world's record at 6 feet, 9¾ inches.
Illustration 22. David Albritton.
Illustration 23. Fred Schofield showing fine layout in the modified Western roll.
Illustration 24. Steers illustrating the full use of the sweeping free leg and full extension of the jumping leg.
Illustration 25. In this photograph, Bill Hayward, who is 6 feet tall, is standing directly under the bar.



Scissors: This style, the oldest and simplest form, is generally used by beginners. It may be considered the fundamental jump. It is the one that should be learned first by all novices because it emphasizes the most important element in all jumps, namely spring.

The high jump consists of about 90 per cent spring and 10 per cent layout. It is the writer's opinion that many present-day novices, in trying to copy the technique of the expert roll jumpers, have failed to improve because they lean toward the bar before the lift is completed.

By beginning with the scissors style, the novice can determine whether he has the natural ability—spring. He should then take up the study of high jumping through pictures (stills and sequence), and try out the accepted forms. After deciding on one standard style, he should study, practice and try to perfect each part in the mechanics of his choice—the *kick*, *lift* and *layout*.

The Technique in the Scissors: 1. In the old scissors style, the run is from the side at a 45-degree angle, a distance of from seven to twelve yards. 2. The take-off is made off the outside foot, about three feet from the bar. 3. The inside leg is kicked out in front over the bar. 4. The outside or take-off leg is then kicked up and drawn forward over the bar, the jumper thus

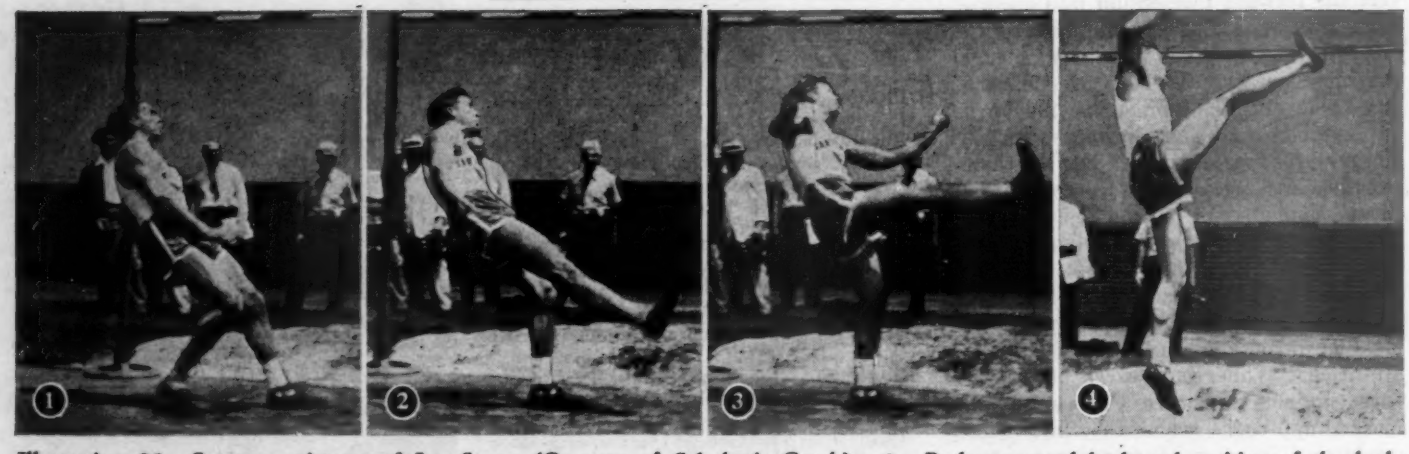


Illustration 26. Sequence pictures of Les Steers (Courtesy of Scholastic Coach). 1. Rather unusual backward position of the body at the foot stamp. Note the heel-ball-toe take-off. 2. Flat-footed take-off again, knee crouch, and start of the whipping leg action. 3. Note the co-ordination of the left arm and right leg. 4. Again note the high kick of the whipping leg and the toe lift.

clearing in a sitting position with no turn and landing on his feet.

The change from the scissors to either of the Western rolls is easily made by changing the direction of the approach so that the jumper will take off the inside instead of the outside foot.

The Modified Scissors or Back-to-the-Bar-Clearance: In the act of clearance in this style, the jumper seems to be lying on his back over the crossbar with both legs extended out in front of him. Final action after the body has entirely cleared the bar varies with the individual. Clint Larson turned his body toward the bar, landing on the left leg. Bert Nelson, an equally successful jumper, used the outward roll.

The Eastern Style: All jumpers that approach the bar directly from the front are referred to as Eastern-style jumpers. There are, however, in use, at least three variations, closely resembling each other.

The Original Sweeney Style: This style which was considered the standard jump for twenty years, because of the perfected layout, called for unusual control which many found difficult to perfect. The run in the Sweeney jump is one that is straight down the center at right angles to the bar; the leading leg is kicked straight over with a body turn and there is a scissors kick of the take-off leg to produce a layout on the back.

The Eastern Cut-off Style: This is the most modern pattern of the Sweeney jump and is now most generally used because it is less complicated than the Sweeney.

The technique for a left-footed jumper (right-footed jumper reverse directions) in this cut-off style is as follows: 1. The approach is started at the right standard. 2. When two strides away from the take-off, the jumper makes a slight curve to the left which brings his right side to the bar. The advantage of the curve is to bring the take-off closer to the bar. For this reason it is preferred to the original Sweeney style. 3. After the take-off foot strikes the ground for the jump, the right leg is kicked up and over. 4. As the body rises, the left leg is drawn up and the shoulder and head are brought down toward the left. This action helps throw the hips upward. 5. In this layout position, the left side is downward, the right leg has passed over the bar, and the left leg and hips are directly above it. 6. The left leg then is cut sharply backward and downward turning the jumper so that he lands on his take-off foot, facing the bar. 7. The forward layout with a partial body turn is a part of the Eastern cut-off form. The cut-off is the whipping of the leg across so that the body, instead of being at right angles to the bar, becomes nearly parallel with it.

The noteworthy exponents of this form have been many, among them Baxter, Porter, Oler, Landon, Murphy and Spitz.

The Shoot-and-Curl Style: Another Eastern style that should be mentioned in this discussion is that used by Fearing, Nicholson, Richards, Poor and Hodgell. This form is one that is best suited to tall, powerful men with recoil action in their legs developed to an unusual degree. The approach is fast and straight at the bar and consists of a powerful hop with the jumping leg following the first leg more closely and rapidly than in any other form. The layout is attained by the jumper bending forward at the waist and drawing the knees up to the chest. In brief, the athlete using this form merely tucks himself together in a ball and shoots over the bar on his left side.

The Western Roll: The Western roll is the most perfect form of high jumping yet discovered. The advantages of this form are its simplicity and its close approach to mechanical perfection. The athlete takes off closer to the bar and again lands closer to it than in any other form. Furthermore, his transit across the bar takes less time. A more complete layout is attained with less work.

There are two variations of the Western roll—the original developed and popularized by Horine and Beason—in which the bar is cleared on the side; the other one in which the roll is more complete, and brings the chest and stomach down to the crossbar. This is usually called the straddle, barrel, or belly roll. Both, however, are known as the Western roll. In learning the modified jump, the jumper should learn the original roll first, as the other may easily be learned from it.

Technique of the Original Western Roll: The assumption is continued that a man will jump from his left foot.

1. The approach is made from the left side and the take-off is made with the left foot, which is nearer the bar. The average distance of the take-off spot from the pit is three feet.

2. It is best to use a slow approach except for the last two strides where the jumper assumes the crouching position and puts forth more speed and drive.

3. As the jumper springs from the left foot, the right foot is kicked upward and sideward across the bar as if to clear the bar at a continuation of the approach angle. In the first phase of the kick, the foot is pointed straight up and then turned toward the pit.

4. As the right leg is swung upward, the left arm is thrown up and out to the side across the bar.

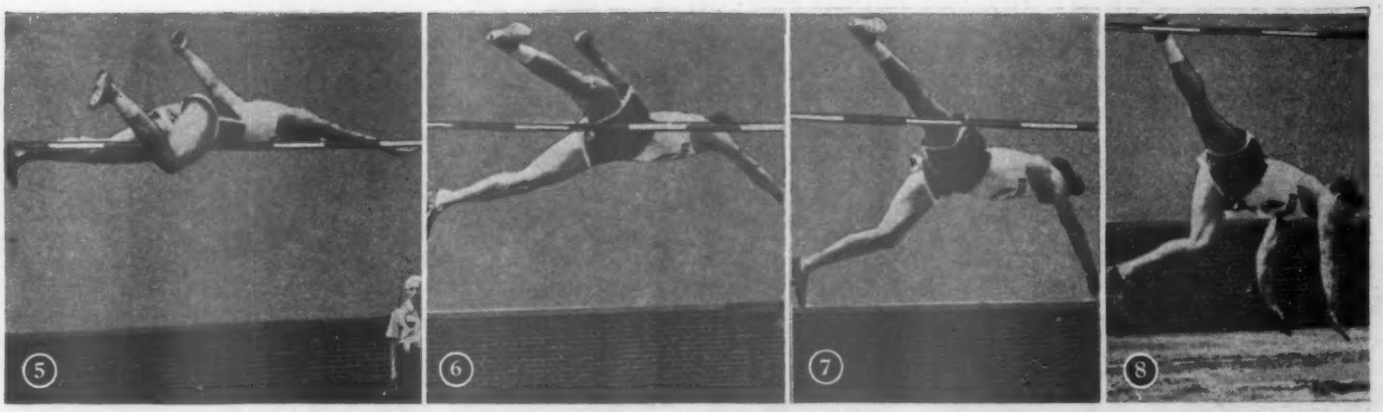
5. The left or take-off leg is then thrown up across to the right in a circular action around the bar. At the height of the kick, the right leg is extended forward and snapped backward to assist in lifting the hips.

6. The shoulder and head are drawn down to the left and the bar is crossed in a "laying" position on the left side.

7. The right leg is kicked backward and the left is cut downward. The forward movement of the left leg is maintained so that it passes ahead of the right leg and is the first to reach the ground. (This is the key to learning this jump.)

8. The landing is made on the left or take-off leg and hands.

Technique of the Modified Roll. This is the most recent development in the technique of high jumping. Les Steers, the present world record holder, goes up to 6 feet, 5 inches with the original Western jump, then changes to the belly roll from there up. This modification of the roll re-



5. Fine layout of entire body with the exception of the take-off leg. This is not fully extended on the front side of the bar. 6. Full extension of the take-off leg and the complete roll. 7. Note the whipping of the take-off leg over the bar. 8. The correct landing.

quires very accurate timing, but is worth while trying. The run is usually shorter and slower than in the original roll. It calls for a further turn of the body as one starts in a straddle position over the bar. To assist this, the right leg is kicked further over the bar, the head and shoulders usually precede the right leg in transit, and here lies the chief difference in the technique of the two jumps. The lift or take-off leg is not tucked under but is straight-

(Continued on page 26)

Practice-Session Batting Dope

By H. S. De Groat

Director of Town and School Physical Education, Newtown, Connecticut

THIS article will attempt to give the young ball player some ideas about batting and may be one more source of information that many struggling coaches will wish to place in the hands of their players. Frank Leahy has turned out a fine booklet for the United States Keds Sports Department called *Play Ball* which gives the young ball player many important facts. Every high school player should have a copy. Hillerich and Bradsby Company, makers of the famous Louisville sluggers, annually turns out their *Famous Slugger Year Book*, another little booklet that every player should have a chance to read. The 1944 book tells why the thirty-four inch bat is best. In it "Ty" Cobb also tells our batters some inside points about batting. If the young coach places these sources of information at the disposal of enthusiastic players, he is helping himself to impart the necessary knowledge that each player must have if he is to become a good ball player.

Back issues of this very valuable magazine, THE ATHLETIC JOURNAL, have carried some fine articles on all phases of baseball, written by excellent experienced coaches, but this article appearing at this time may be a convenience for many new coaches who do not have past issues at hand.

The Importance of Good Hitting

Pat Crawford, a member of the 1934 St. Louis Cardinals, wrote a little study for this magazine in April 1937 called *Qualifications of Baseball Players*. This study gives the following qualifications of a batsman in order of their importance. 1. Ability to pick good balls; 2. Co-ordination or timing; 3. Ability to follow the pitch; 4. Healthy eyes; 5. Muscular strength; 6. Relaxation—poise; 7. Follow-through; 8. Stance—form; 9. Stride; 10. Large hands.

TO the long-time readers of this publication Mr. De Groat needs no introduction. Until the undergraduate courses, disrupted by the war, are resumed at Springfield College, he is serving as director of town and school physical education at Newtown, Connecticut. His two articles, Footwork and Co-ordination of Play Around Second Base and The Eyes Have It in Baseball, which appeared in the February and March issues served as explicit instructional helps for both coach and player.

That is the way batting qualifications look to the professionals. To the coach of youngsters, it may be the importance of proper stance or form (8) and of stride (9) are higher in the scale, probably among the first four.

Offense is just as vital to winning baseball as offense is to winning basketball. The player who can hit gets the call over the player who may be just as good, or even slightly better, at fielding but cannot hit so well. Coaches usually pick their infields first, then settle upon the best hitters among the rest of the squad, and try to fit them into the outfield, provided, of course, that they can catch and field fairly well. Sometimes, when material is scarce, the coach will use his substitute catcher or pitcher to strengthen the lineup because it is hitting power that brings the runs across the plate. It is hitting that makes baseball fun for both the players and the crowd.

The Bat and Its Swing

Just what do you have when you take a bat in your hand? You should have a bat that is *balanced just right for you.* The length and weight should suit your strength, your distance from the plate, and your stride. If in practice, you can stand up there and drive *each practice-pitched, good ball* right back through the pitcher's box, keeping it on a line, and within twelve or fifteen feet of the pitcher, you probably have a well-balanced bat in your hand. You must also have a level swing, and the proper stance, and stride but more about these later.

You must realize that the result of each swing may be a real hit, an easy put-out, or a "wiff" or strike-out. It is up to you and how you use the bat of your choice. The balance of the bat can be controlled, to a large extent, by two things. First, by the grip that you use. "Ty" Cobb liked to use a spread grip because it gave him better control of the outer or heavy end of the bat. You do not need to be told the importance of that. It is what sends the ball on a line and with speed. The slightest variation of the control of the heavy end can give you either a high fly which can be caught by almost any one with a glove on, or can be easily picked up as it bounces itself to death a few feet away from you, if you hit the top edge of

Illustration 1. Batting Fault. Cow-tailing —dangerous in case of a bean ball. Change-of-pace is effective against it and can be used when the pitcher is in a hole and a good ball is expected.

Illustration 2. Batting Fault. Allowing the head and eyes to follow the bat and not the ball.

Illustration 3. Batting Fault. Lunging generally causes too long a stride.

the ball.

Second, by the swing that you use. "Pressing" or swinging too hard will throw off the balance of your bat. Your power, when hitting the ball, *should be "poured" out* as you pour tea out of a small pot. If you pour too fast or "press," you spill tea (in this case power) all over the place; it goes into the saucer, on the table and of course some into the cup. You will have your cup of tea, but not as many cups as you will if you pour it out without pressure. It is the same with the bat swing. If you press, you will get hits, probably long ones at times, but also many flops—those little, easy put-outs—and therefore, not so many hits as with a controlled swing.

You can control the balance of your bat by the shifting of your hands. If you like the balance of your bat and seem to be hitting flies for easy put-outs, you may be able to hit a few "Texas leaguers" simply by moving one or both hands slightly up the bat, thus bringing up the outer end of the bat. Or, if you are topping the ball today, just try a little longer grip if your bat will allow it. Naturally, all of this advice applies only to you if you have a *good batting form*, are *swinging your bat on a level plane*, and are *taking a short stride*.

You need only to play handball a few times to realize that when you hit the ball with your thumb or wrist instead of with the palm of your hand, you usually took too long a stride as you took your swing at the ball. If you can err that much in just swinging your hand, how much greater can the error be with a bat in your hand?

If you still hit too many flies, in spite of shifting your hands, you probably need to change to a lighter bat or a better-balanced one. If you are digging them into the ground, you may need a slightly heavier bat.

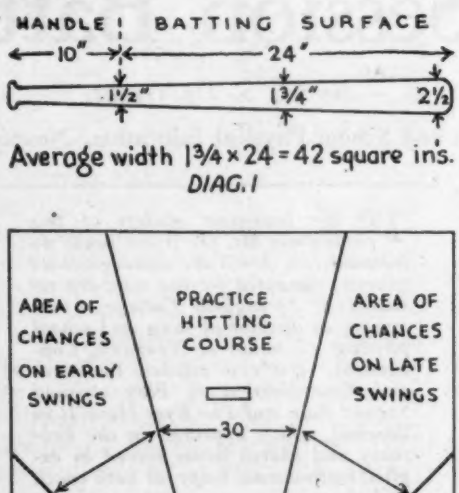


Diagram 2 shows practice-hitting course used when hitting straight back at the pitcher and areas of chances for hits during a game by a right-handed batter.

What Does a Level Swing Give in Square Inches of Hitting Surface?

A level swing of the bat on a line with the pitched ball gives forty-two square inches of hitting surface (See Diagram 1). It gives that many more chances of hitting the pitched ball. It gives the full length of the bat as well as its width. If you are slightly *late* in your swing, the ball strikes the bat in one place; if you are *on time* or *ahead of time*, the ball hits the bat in different spots but at least there is something doing.

If you swing in an upper-cut style, you have just one small chance of hitting that pitch. It is just the width of that part of your bat that crosses the flight of the pitched ball. If you are early in your swing, you probably hit a bouncing infield ball. If you are on time, you probably hit a fly of some kind. If you are late, you foul-tip or pop-fly for an easy out. Your chances are based on anywhere from three to five square inches of hitting surface against forty-two if you swing on a level plane.

What Are the Advantages of Practicing the Hitting of Good Balls Only?

Hit only good balls and hit them right back at the pitcher as you practice. Do not see how far you can drive the ball. You will build up bad habits against *practice pitching* if you do otherwise. Bad habits cause grief sooner or later. Thus, coach after coach advises his batters. Get that timing of your swing so that the ball goes where you want it to go. I will tell you more about your timing later. Using the bat like a *shillalah* or getting a *"giggle"* in your bat-swing from trying to tear the cover off slow, practice-pitched balls spoils a batter for getting up against fast-ball pitching. Use the practice-hitting period to train your eye, the timing of your swing and your co-ordination. Make your batting into a smooth rhythm. *The average long-hit ball comes off a bat that appears to be swung with a smooth, relaxed motion, almost effortless.*

What are the advantages of hitting only good balls? Let us first ask this question. Is it not enough to try to decide whether to swing at a ball that is over the plate and between your shoulders and your knees without gathering in more terri-

Illustration 4. The spread grip.

Illustration 5. The long grip.

Illustration 6. The choke grip.

tory? You say you like a high ball. Well, just when is it high or not too high? How long will it take for the other team's pitcher to know that you are a "sucker" for a high pitch? Just how many real hits have you gotten off those high pitches when you were known to be such a "sucker?" How many curved fouls? Does the crowd think you are a dependable hitter when they see you miss one?

If you hit only good ones, your chances of applying that forty-two square inches of hitting surface are at a maximum. As soon as you go for high ones, you throw away many of those advantages.

Wait for Your Groove Ball

You might be smarter to wait to swing at the ball that is in your groove. If you swing only at good pitches, you soon find that there is one place or groove where you seem to get the best results on your swing. The ball rides out from almost an effortless swing. That is your groove. If you get ahead of the pitcher, you can wait for that ball. You can take a strike or even two before you swing, while waiting for that pitch. This is an indication that you are beginning to have *poise at the plate.* You have self-confidence. You are confident that you can hit. You are up to the spot where you can *think under pressure.*

What Are the Advantages of Hitting Them Straight Back?

If, in hitting them straight back in batting practice, you work on your timing, and on hitting only good ones, you will build up the following advantages against game-pitching which is your test. The first advantage is your ability to pick good balls. Second, you know your groove ball. Third, you begin to get batting poise. Fourth, you improve your timing. Fifth, do you realize that you now have a

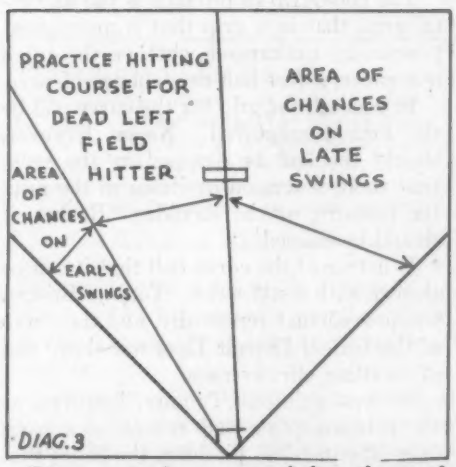


Diagram 3 shows an unbalanced set of chances when practice hitting is not through the pitcher's box.

wide area of chances of getting more hits than by any other system? Now you are up against game-pitching. It is full of all the tricks that the pitcher can apply. You find change of pace, curve balls, fast balls, etc. Well if you are late on your swing, you have the area from the first base foul-line to the area near the pitcher (your practice hitting course) in which to still get a hit, or perhaps a ball too hard hit to handle. If you are ahead of time, you have the other side of the diamond in which to do the same thing. (See Diagrams 2 and 3.)

Look at Diagram number 3 and you find that the dead left-field practice hitter's chances are greater on being late and very little in being ahead of time. This is an unbalanced set of chances.

Can Timing Be Adjusted?

Your timing against fast or game-pitching can be adjusted by your position at the plate. One of our Springfield College players who graduated into major-league circles was slow in rounding into form in his junior year. I moved him back from the pitcher and away from the plate, and immediately he connected for two triples, a double and "homer" in his next game. He was a left-handed pull-hitter. In practice, he hit down the center, but in the game his timing resulted in right-center hitting. In his senior year, he again came along slowly and in the summer, when the Norfolk manager again pulled him away from the front of the box and away from the plate, he again had a "field" day at bat.

When you are up against a slow-ball pitcher, you either move up in the box to improve your timing, or you try to hit to the off-field, that is, a right-hander hits to right field and a left-hander hits to left field.

At the Plate

Do you realize that a .300 hitter gets a safe hit only once out of three times up to bat? You might say that he has two strikes against him every time he steps up to the plate. This is true as far as safe hits are concerned.

You need not be told that the pitcher is pitching to your weakness. If he is a smart, well-coached pitcher, he is looking you over to find your faults. If you are timid and stepping away as you take your stride, or if you bow at the ball, bending at the waist with your weight on your heels, he is going to have an easy time with you. If you upper-cut or stride too long, he may let you try at a high pitch for an easy fly put-out. If you are dancing around up there, he may "feed" you a change of pace. You will probably miss the fast ones or get only a nick out of one, and look bad on the slow ones.

He is looking to see if you are lunging, raising your front knee high, and then stepping; or if you are "cow-tailing" which means if you swing your striding

(Continued on page 34)

The Youngster on the Pitching Mound

By Herold "Muddy" Ruel
Coach of the Chicago White Sox

VETERAN of twenty years as a player in the major leagues and of ten years as a highly-regarded coach on the staff of Jim Dykes' Chicago White Sox, Harold "Muddy" Ruel is famed for being a battery mate of the celebrated Walter "Big Six" Johnson. Ruel, a practicing attorney and off-season banker, is accepted as one of baseball's most astute authorities on pitching.

ANY spring training camp of a major-league baseball club is something of an American crossroads. Young hopefuls come from all parts of the nation and you see about everything—tall boys, stubby ones, lean ones, and huskies. You see some startling flaws.

There was that "rookie" right-hander some few springs ago, a promising-looking fellow as he warmed up for a practice game. There was smoothness, and power, and a snap to his curve ball. Then, Jim Dykes, the manager, called "Play ball" and the squad game was on.

Before long this right-hander gave up a walk or was touched for a hit. No matter how the runner got on, for in this report the point of the incident does not unfold until the "rookie" began scrutinizing the baserunner. This "rookie" right-hander eyed first base over his right shoulder. It had never occurred to this youngster, nor had he been advised, of the correct, the efficient way of dropping a glance over the left shoulder to remain aware of the baserunner's position.

There came another spring and with it a new crop of pitching material. Included in this material, was a rangy lad of six feet, six inches. It was an instantaneous observation that he was not using his full height nor the sweep of his long arms. More striking, perhaps, was the preference of this right-hander for pitching from the left side of the rubber.

It was suggested that he move over to the right side of the rubber as an experiment, whereupon he discovered that from this position he could angle his pitches at both right- and left-handed batters, and that from this vantage point his throws, particularly his "cross-fire" delivery, had an added quality of deception.

In approaching an analysis, however, of the pitching youngster, and seeking to pass on some constructive observations, let us not tag these as typical instances. Rather, I would prefer to make this generalization after thirty years of watching youngsters come up to essay big-league pitching: They lack a sound grasp of (1) the proper way to hold a ball and (2) an effective follow-through.

When grasping a ball, a pitcher has a choice of holding it *across* seam or *with* the seams. He is free to adopt the one which he finds the more comfortable, but he must try to hold the ball as nearly the same for all pitches.

He must not develop the habit, displayed this spring by one of our pitchers in training at Terre Haute, Indiana. This fellow—let us call him Pitcher X, for identification purposes—held the ball in one position while taking his signal through most of his wind-up. In the instant before delivery, he readjusted his grip. It proved a fatal handicap to control and efficient pitching.

The good grip in pitching is the universal grip, that is, a grip that is maintained practically unchanged whether the pitch is a curve, a fast ball or a change-of-pace.

In general, the grip for the curve will be the firmest employed. Never, however, should the ball be grasped in the sense that there is tension or strain in the grip, the forearm, or the shoulder. Rather, it should be clasped.

It is true of the curve ball that it can be thrown with a stiff wrist. Tommy Bridges has proved that repeatedly, and the curve of this former Detroit Tiger was sharp and of startling effectiveness.

We can rule out Tommy, however, as the rare exception and accept, as a basic of good curve-ball pitching, the belief that the spin should be imparted by the thumb and two fingers in smooth co-ordination with a snap of the wrist.

I would advise the young pitcher to experiment with his curve-ball grip and with his fast-ball grip until he determines what finger pressures return the best results. He will find that, to impart a live, darting quality to his fast ball, he will hit upon a happy compromise between his hardest and his lightest grip.

In line with this discovery, the young pitcher will find that his effective curve-ball grip will be somewhat firmer than that for a fast ball. In turn, he will determine that, for the change-of-pace, the grip must be relaxed.

Let us underline the fact that the change-of-pace is delivered with the identical motion used in the fast-ball delivery. The reduction in the speed with which the ball moves on the plate is attained through a lighter grip. This "feathery" hold on the ball imparts less impetus even though the wind-up and the delivery are replicas of the fast-ball form.

Then there is the matter of the follow-through, Point Two, in an over-all generalization on the fundamental flaws young pitchers must strive to correct. We find youngsters exaggerating their follow-through to the point that they are out of position to handle their fielding duties. We find the opposite case in which the hurler releases the ball before his pitching stroke is complete.

It may be that all of us in baseball have contributed to a misuse of the term "follow-through." We should have made it clear that follow-through in pitching is simply getting the upper part of the body from the waist up, and the arm as near to the plate as possible before the ball is released. This must be accomplished without a sacrifice of balance.

Too much emphasis should not be placed by a right-handed pitcher on where the right foot comes in contact with the ground at the climax of the delivery, and by the same token the "southpaw" need not dwell overly long on where his left foot comes in contact with the ground at the conclusion of the pitch.

Lefty Grove, quite often, finished one of his "fire-ball" deliveries, balanced on his right foot and with his left trailing behind. He achieved this follow-through with knife-like bend at the waist and a complete extension of his pitching arm.

Beyond emphasizing (1) the proper grip and (2) the correct follow-through, I should like to list a few hints for young pitchers:

Shun the Freaks: Keep away from the "screwball," "sail ball," "glider," "knuckler," "sinker," etc. until you have proved to yourself and to your coach that you can be a successful pitcher with a fast ball, curve, and change-of-pace. Freaks are detrimental—and I am ready, rather than eager, to argue this with trainers—to the elastic muscles of young pitchers.

Quite as important, freak pitchers are time wasters, stealing minutes that should be concentrated on the Big Three—fast ball, curve, and change-of-pace. Remember, while you have heard a great deal of the success which Ted Lyons had with a "knuckler," that he did not bring out this pitch until the inroads of time cut down on his speed.

Keep Them Low: Miller Huggins, late great manager of the Yankees, used to say that baseball was a percentage game, and that the pitcher who kept the batters hitting the ball on the ground was playing the right percentage. It was Huggins' point that ground balls, which have to pass through the infield and elude the outfielders, do not go for home runs. It was a corollary, also, of Huggins that the balls, hit into the ground, are those that are pitched from the batter's waist down. The home-run ball, that sails out of the park, is the one, usually, that is pitched from the waist of the batter up. I would ad-

vance another argument for the low pitch to supplement what has been said above. I would say that the low pitch is usually the one in which the hurler has utilized a maximum follow-through. Since we are eager to attain the proper follow-through, it must be that we will welcome the low ball.

When a pitcher releases a ball before he has completed his motion, say when his hand is even with his shoulder, that pitch tends to come in high. Contrariwise, when he holds on to the ball and releases it only when the upper part of the body and the pitching arm are nearest the plate, the ball will come in on a low level.

So keep those pitches low. The are the trade-mark of a good follow-through. They are pretty sure, too, to be the pitches which the batters hammer along the ground, not over the distant fences.

Slow Balls: There are pitches of different speed—Ted Lyons, for instance, had four speed balls—but a pitcher should *not* have a slow ball. You see, we have all had it deeply implanted in our minds that the slow pitch is the easy one to hit. "Throw me an easy one," says the batter on the corner lot when he wants to "crack" a long one. Since we have this impression that a slow pitch is an easy one to hit, we must guard against a hurler losing confidence in his pitches of less than top speed.

If a pitcher thinks of these variations in speed as "change-of-pace," he does not leave himself psychologically defenseless. He builds up confidence in his change-up

(Continued on page 28)

A Baseball Tournament Is the Answer

By Howard G. Mundt
Athletic Director, Carleton College (on leave with the American Red Cross)

SHORTLY after Mr. Mundt became athletic director at Carleton College he wrote articles for this publication. His several articles have been read with interest for he is a coach who believes in passing on information from his experiences to other readers.

AFTER reading Homer M. Dunham's excellent article, *Can College Baseball Come Back,* in the February issue of the ATHLETIC JOURNAL, it may be well for college baseball coaches to think more of helping and stimulating baseball in the high schools.

The tournament method is one way of keeping up interest and promoting the national game. The Carleton College Interscholastic Baseball Tournament was instituted a number of years ago, and has been held even during these war years. It is the only tournament of its kind in the state, and we believe that it has been one of the contributing factors in making baseball one of the major sports at Carleton College.

Baseball in Minnesota flourishes both in high schools and colleges, despite the cold and rainy weather which sometimes interferes and makes the season necessarily short. After the schools close for the summer, the American Legion and other organizations take over. All of this makes Minnesota a baseball-playing state.

It may be of some interest to coaches as to the method of conducting this tournament. We know there is room for improvement, and we have some definite ideas for post-war tournaments which we hope can be put into effect.

Any team whose school is a member of the Minnesota State High School Athletic Association is eligible to compete. Entry blanks are sent to all who wish to enter. Last spring, the tournament drew twenty-five teams. Considering transportation problems, we considered this a fine representation.

The competing teams are divided into three classes—large, medium and small. The L section consists of the Twin City and Duluth schools with enrollments of one thousand or more. The M group is composed of schools with enrollments of five hundred to a thousand. The S group, composed of schools with enrollments below five hundred, usually draws the most entries.

Drawings for opponents are made at 9:00 A.M. the morning of the tournament, with play starting as soon thereafter as possible. There has been no attempt at seeding because the teams represent so many different sections of the state that season records do not solve the problem. Thus far, the drawing system has been satisfactory.

The athletic fields at Carleton College are spacious enough so that eight diamonds may be laid out, and there is sufficient space in the stadium and gymnasium building for dressing. As the tournament progresses and teams are eliminated, the less desirable diamonds are not used.

The single elimination method is used because the tournament is played in one day. During pre-war days, the finalists returned the following week for the playoff. The past few years, however, we have played the winners in each division against each other the same day to declare a tournament champion.

Medals are awarded the winning team members in each division, and a trophy is awarded the team declared champion of the tournament.

In normal years, the umpiring was taken care of by students, usually members of the college baseball squad. Everything considered, they did a fine job, but last year, with a shortage of male students, professional umpires were used for the first time. The two professional umpires made a snappy appearance in their regular blue uniforms. The plan from now on is to use professional men as officials.

At drawing time in the morning, it is suggested to the coaches, that in first-round games, five innings would be a contest if both coaches agreed. This gives the tournament a good start and also helps the teams which have a numerically small pitching staff. From the quarter finals on, the games are all seven innings in length. The final games are played on the regular college diamond, which is always well kept, and has a beautiful setting.

Some teams come from a considerable distance for this tournament, and when necessary we put them up in the gymnasium for the night.

Lunch is served to the athletes, coaches, and officials the day of the tournament, giving the boys the opportunity of meeting their opponents. Coaches get together for discussions. All in all, it makes a social event well worth while.

The tournament is well publicized for which credit should be given the Carleton College Publicity Department, and the Minneapolis newspapers for their splendid co-operation.

We believe the Carleton Interscholastic Tournament has done much to help initiate and keep up interest in the state of Minnesota, in baseball. There are many excellent baseball coaches in Minnesota high schools as is evidenced by the high standard of play shown in this tournament.

We would appreciate suggestions from other sources in regard to improvements in handling such an event. We would, also, be happy to give information to any one regarding the administration of such a tournament.

The ATHLETIC JOURNAL

Nation-Wide Amateur Athletics

Vol. XXV April, 1945 No. 8

Published by
THE ATHLETIC JOURNAL PUBLISHING CO.
6858 Glenwood Avenue
Chicago 26, Illinois

JOHN L. GRIFFITH
FOUNDER

JOHN L. GRIFFITH, JR.
EDITOR
(On leave in the Navy)

The Competitive Spirit and Championship

The Fourth in a series of unpublished articles by the late Major John L. Griffith

BEFORE the coming of Christ the Jewish people, tired of war and strife, and longing for peace and ease, looked forward to the advent of the "Prince of Peace," believing that He would put an end to competition and that, thereafter, they would be "transported to the skies on flowery beds of ease." Christ, however, surprised his people by proclaiming that He came not to bring peace but a sword. From that time to this, men have longed for a surcease from toil and strife and have looked for some plan which would guarantee to the slothful or incompetent the same rewards as to the industrious and intelligent.

If a man lived alone in the forests or on an island, he would not compete with other humans, but he would find himself in competition with the elements and with the animals that inhabited the forests with him. If he were forced to catch fish for food, he would daily match his skill, strength, and cunning against that of the water inhabitants. Such a man would not philosophize concerning competition because his life would depend on whether he could win the championship in his struggle with the forces and wild life of nature or whether he would succumb.

The colonists in the East, the men who blazed the trails into the West, as well as all those who, as pioneers, fought for existence in the sections where they settled had the competitive spirit. The champions lived and the losers died. These men did not write treatises on the equality of man because they were too busy to philosophize, and because every day they saw proof of the fact that men were not equal in strength, health, intelligence, ambition, and energy.

In these days, when our work is largely done with waterpower, electricity, and machinery, our competitions have become a new sort. The competitive spirit still lives, however, and those who possess it survive and those who are non-competitors perish. True, a man with but little competitive spirit may exist, but he does not live abundantly.

With the crowding together of many people, and with the advancements of civilizaton, rules governing competition have become necessary. The law of the jungle is the law of the survival of the fittest. When man fought with the wild animals or against the Indians, no quarter was asked for, none was given. Civilized society recognizes certain rights as due the weak and infirm. In a democracy, there is constant war between those who would place limits on success of mediocre and subnormal attainments and those who would exalt the idea of the aristocracy of learning, the aristocracy of business success, the aristocracy of social birth and manners, and the aristocracy of achievement of whatever kind. The American experiment will succeed only if the American people continue to make it possible for those of subnormal capacities to become mediocre; and to give mediocrity an opportunity to rise above mediocrity without handicapping those of superior capacities.

Students in school and college, from the time when they enter the grade school until they are graduated from college, are involved in a highly competitive system which educational institutions impose. The child in the elementary school competes with other children for the honor of being selected as a monitor or as a safety guard to direct traffic. In high school, he competes for the distinction of being an honor student, and in college he competes, first of all, for the privilege of being allowed to stay in college, and, later, for credits and scholastic honors.

In college circles, we have a good illustration of the application of the law of the survival of the fittest. In many of the colleges, only students who were ranked in the upper half or third of their high school classes are accepted as freshmen. In others, students are admitted by the competitive examination method. Each year an appalling number of students are dropped from college because they failed in the scholastic grade competitions. The weeding-out process continues from the grades through college, and those, who remain in college, and who stand out above their fellows, are awarded scholarships, fellowships, commencement honors and the Phi Beta Kappa key. The superior students are urged to work for masters and doctors degrees, and the honor students receive the highest recommendations from the faculty, when seeking employment upon graduation.

The majority of physical education departments make provision, in the orthopedic classes, for the care of those students who are subnormal in health and physical attainments, the interests of the boy of mediocre strength and athletic ability are served by the intramural department; and the superior athletes are given an opportunity to enjoy the types of competitions, fitted to them, in interscholastic and intercollegiate games. The physical education department, unlike the other college departments,

classifies all types of students according to their health, strength, and physical capacities. It does not eliminate the inferior student, inferior from a physical standpoint, but serves him throughout his undergraduate days.

There are two common ideas of, and attitudes toward, the question of championships today in educational circles. There are those who would make it impossible for an athlete to win a championship beyond the college walls. Class, fraternity, or intramural contests, designed to determine college championships in athletics, are accepted as desirable by the men who constitute this group. These men would do away with inter-institutional debates and oratorical contests as well as interscholastic or intercollegiate athletics. The usual arguments advanced by those who hold these views are that interinstitutional athletics are highly spectacular and, consequently, are publicized by the newspapers with the results that large crowds of people attend the games. Thus, according to these men, the cause of education suffers an eclipse. It is claimed, further, that the athletes are injured physically, their scholastic work deteriorates, and they become inflated by newspaper publicity and public adulation. It is suggested, also, that, if so much time were not expended on the training of the superior athletes, more attention would be given the subnormal and mediocre athletes.

The men who hold the contrary view of championships suggest that it is un-American to condemn any enterprise because it is big, successful, or of absorbing interest. They cite the findings of the Carnegie Foundation, relative to the effect of highly competitive athletics on the health and scholarship of those who have played in championship intercollegiate games, and insist that the charge of strenuous competition injuring the athletes physically, or of affecting their scholastic work remains unproved. The average coach, it is pointed out, can be depended upon to see that the star athletes do not get an inflated opinion of their athletic ability or importance.

In order to guarantee a proper balance, college conferences have placed a limit on the number of games that may be played by conference members. In the early days of the Western Intercollegiate Conference, for example, as many as seventeen football games were played by a single institution in one season. Today, the limit is eight games per season and these games must be played between September 15 and the Saturday preceding Thanksgiving day. Should there be exceptions to this, as in the case of charity games or to accommodate service teams, as in recent years, special conference permission must be secured. These are wise precautions because it has been found that athletes, playing a limited schedule of games in a limited period of time, are enabled to carry their academic work satisfactorily and that athletic training, carried beyond a reasonable limit, partakes of the nature of drudgery for the men in training. There should be no objection to championships, provided they can be determined without a prolongation of the season's training.

College athletes, now that they are being given ample opportunities for meeting others of like ability and training on the athletic fields, are not so eager as formerly to play professional baseball in the summer time, to run in A.A.U. meets, and to engage in other than college contests during their undergraduate days. College athletes, furthermore, as a class after graduation, lay aside their running shoes, their football suits, and their baseball gloves, and devote themselves to the work for which they have prepared themselves. Golf, tennis, squash, handball, swimming, hiking, hunting, and fishing are the favorite sports of the graduates. If the colleges, however, had not, during their undergraduate days, given them an opportunity to play the team games as representatives of their colleges, undoubtedly they would have played on local professional teams. For example, at one of the well-known universities in the Middle West, boxing is an intramural and not an intercollegiate sport. The contestants in the boxing shows, conducted by professional promoters, in that college city, are, for the most part, college students. Whether or not boxing should be conducted as an intercollegiate sport, here is an illustration of what would happen if intercollegiate sports were made unattractive to the athletes. There might be a few who would have all of the highly organized athletics for the superior athletes conducted by the professional sports promoters, but the majority of fathers and mothers of college athletes, it is safe to suggest, would prefer that their sons engage in athletics under the direction of college authorities and that they receive their training under college coaches.

The stifling of the spirit of competition is un-American and not in accord with accepted principles of education. Instead of frowning on competition and championships, we are beginning to stress, more and more, the ways in which the games shall be competed. The interests of the superior athletes should be considered, as well as the interests of those of inferior or mediocre ability. Certain limitations of the schedule and length of the playing season are necessary in the interests of a balanced educational program.

Conflict Between Athletics and Scholarship

NO QUESTION concerning intercollegiate athletics has been more widely discussed than that pertaining to the effect of athletics on the scholarship of the competing athletes, and the effect of intercollegiate games on the scholarship of the noncompeting students. Literally hundreds of studies have been made in different institutions for the purpose of determining the answer to this question. The majority of the investigators has found that athletes, as a class, maintain credits above the average, but that, as a group, they do not earn the high marks which are given the honor students in college. A few who have studied this question, using the students in some individual school or college as a basis for their conclusions, have reported that there is a

correlation between athletics and high grades, and others have found that, so far as the students and athletes in certain other universities or colleges are concerned, there is a correlation between athletics and low grades.

There are several reasons why this question is ever before us. In the early days of the American college and high school, the educational institution was considered primarily as an intellectual agency and the so-called extra-curricular activities were not looked upon as a component part of the educational program. As previously stated, athletics grew up, not as a department of the college, but solely as a student activity. Later, college boards of trustees and college presidents began to look upon athletics as an activity that had some educational content. Doubtless, the majority of college presidents today agrees that athletics should be a part of the pedagogical scheme. There are still those, however, who think of a college in terms of the earliest American colleges and who do not believe that athletics and athletic training have anything to do with education per se.

American civilization is comparatively new. Enthusiasm is a mark of youth, and we go about our work, whatever it may be, with great enthusiasm. Most men are enthusiastic about their work, not only because enthusiasm is an attribute of a young, vigorous, and virile race, but also because, here in America, they believe that there are no limits beyond which they may not hope to go in connection with their work. The college professor who is so enthusiastic about his work that he sees little or no value in the work done by other departments may be the best professor on the campus. A Latin professor, one time watching college boys playing baseball, remarked, "A man has to waste a lot of time in order to be good at this game." A science professor in the same university a few days later suggested that it was a waste of time for the students to study Latin. It is natural that each professor should exaggerate the importance of his own work, just as it is natural for the football coach to make absurd claims about the values of football. In the last few years when college athletics, especially college football, has bulked large in the public consciousness, has been widely heralded in the newspapers, and has assumed larger proportions in the minds of the undergraduates, quite naturally many of the academic professors have protested and have based their opposition to athletics on the ground that the whole athletic system tends to work against the good scholarship of the athletes and tends to interfere with the scholastic work of the other students.

The meditative and contemplative individual has an important place to fill in the life of our times. He discovers truths in the laboratory that are of tremendous value to America and the world. He, perhaps, studying causes and effects, directs the thought of the world along philosophical lines, or, perhaps, as a student of social and economic conditions, he shows the way in which society and business should develop. The student type of a man, however, is quite often not the executive type, nor is he a man who makes his decisions quickly, meets changing conditions readily, and puts into effect the result of his knowledge and beliefs.

Athletes as a rule are apt to be men of action, that is executive, rather than philosophical, meditative, or contemplative men of study. While it would be a misfortune if all of the leading men of this country were of the executive type, so it would be unfortunate if all were of the philosophical or meditative type. In a country like this, both types are needed. Without doubt, many men of the athletic and executive type are attracted to college because of athletics, and naturally enough, although the athletes as a class may do better than average scholastic work, it is not reasonable to expect that the football squad will furnish the largest percentage of Phi Beta Kappa scholars or a great proportion of research students. At the same time, there is need in this country for the athletic, executive type of college men, and athletics should not be condemned because the athletes as a class are not universally the best students in college. Our present eligibility rules practically make it impossible for a man with low intellectual capacities to engage in athletics. It would be a mistake for our colleges to insist that only the superior students should be permitted to engage in athletic activities.

In *Bulletin 24,* published by the Carnegie Foundation, to which reference has been frequently made, the following conclusion relative to the correlation between athletics and scholarship on the part of the athletes is found: "The claim that athletics seriously interfere with scholarship apparently remains unproved although there is some recent evidence that athletes do not reach fully the levels of intellectual attainment, their inherent ability would make possible." Even though it has not been proven that athletics interfere, to any appreciable extent, with the scholarship of the participating athletes, yet it is frequently maintained that intercollegiate athletics have a demoralizing effect on the scholastic work and attainments of the student body.

Certain colleges have, at different times, discontinued intercollegiate football. None of these, however, have been able scientifically to show that the scholarship of their undergraduates during the non-football period was superior to that of the students in their respective institutions during the days in which football was played as a college sport. Perhaps, some day this question concerning the effect of college football on the general student body will be scientifically disposed of. Until it is scientifically treated, we may safely conclude that the criticism, made by President Wilkins and others, may be just or unjust. At any rate, those criticisms have not been substantiated by scientific data.

It is quite generally believed that the college students of today, during the football season, witness a game every Saturday, attend the practice of the teams between Saturdays, and spend most of their waking hours, reading newspaper accounts of football, and discussing the games that are ahead. In the first place, the average college student attends

(Continued on page 46)

Six Basketball Stars

...but only one will star this year, next year . . . and the next. That star is Reach . . . initials A.A.L. . . . veteran of thousands of hard-fought games and one of the greatest performers ever to appear on a basketball court.

Better Buy the Best

A. J. REACH, WRIGHT & DITSON

DIVISION OF SPALDING SALES CORPORATION

AWARDED TO ARMY E NAVY 3 SPALDING PLANTS

Phases of Defensive Baseball — The Outfield

By Carl Stockdale
Athletic Director, Herzl Junior College, Chicago, Illinois
and
Rogers Hornsby
Director of Chicago Daily News Baseball School

DEFENSIVE play in the outfield has many features that do not receive enough emphasis. Catching fly balls, even when the fielder is really good and covers a great deal of ground, is not the whole picture in playing the outfield well. Attention to signals, proper shifting on different types of batters, handling of ground balls, playing rebounds off walls and fences, throwing to the proper base, backing-up plays—these and others make the difference between smart, aggressive play in the outfield and indifferent ordinary play. We will try to approach this subject from the manager's and coach's point of view, but we will also try to present the coaching points so that the young player who may read this article will, we hope, find some helpful hints.

Some outfielders have expressed the idea that there is not so much to do in the outfield as there is in other positions, that there is not enough ball-handling and other activities to keep them "in" the game. We will admit that actual chances in the outfield are not numerically so great as those that may be handled during a game, for example, by a first baseman. We will say that, though the chances may be fewer, these chances will be very important. Line drives and fly balls just must be caught in the outfield if a team is to win games. Not only will batters get on base, baserunners take extra bases or score on muffed fly balls, but errors of this kind hurt the morale of a team, just as a good catch of a well-hit ball builds up its spirit. We can assume, however, that most of the fly balls, hit within the fielding range of even an ordinary fielder, will be caught. Learning how to catch fly balls is only the beginning for the outfielder who wants to be of real defensive value to his team and *"in"* the game every minute.

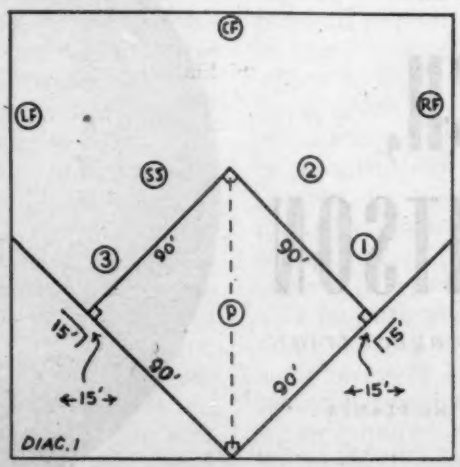
Let us point out some of the things a hustling, intelligent, spirited outfielder can do to help his club play sound, smart baseball. Outfielders are important units in the defensive play of a team. Infielders have more chances to handle than outfielders, for they are much closer to the batter and baserunners. Errors on the part of infielders, however, will not, on the whole, be as costly. Outfielders have far more territory to cover than infielders. As a matter of fact, aside from line drives and short fly balls, an infielder is limited to the handling of ground balls. Let there be no misunderstanding here when we seem to depreciate the catching of line drives and short fly balls. A line drive is not much harder to catch than a thrown ball if it is near enough for the infielder to get his hands on the ball. On the other hand, there is no limit placed upon the speed and skill that an infielder or an outfielder can develop in the *"Texas-Leaguer"* type of short fly ball, especially when it is hit near or even outside the ordinary extent of his territory. For the outfielder, it is but one of the six kinds of batted balls which he must learn to handle expertly.

BEFORE coming, last year, to Herzl Junior College, Chicago, Mr. Stockdale served as athletic director at Wilson Junior College for eight years, where his baseball teams won the Illinois Junior College Conference Championship five of the eight years.

A strong believer in the fact that, a boy may become a good baseball player by constant practice and determination, Rogers Hornsby is cooperating with Carl Stockdale in this series of articles.

The Types of Batted Balls

For the purposes of discussion, let us name the six kinds of batted balls that outfielders will be called upon to handle most often. These are the short fly ball, the long fly ball, the fly ball hit to the right of an outfielder, the fly ball hit to his left, the line drive and the ground-hit ball. These six kinds of batted balls offer a real challenge to an outfielder. Accurate throwing must be included with the other mechanical skills to be mastered. If he has a weakness in one or more of these, he must practice constantly until something approaching perfection is achieved.



Relative position of players at the beginning of a game.

The Practice for Outfielders

What can be done in practice to improve outfielders? The coach or an assistant should be a good "fungo" batter, for upon him depends much of the success of the practice. We must insist that some things be done in a certain way to obtain the desired results. There is a tendency on the part of young outfielders to go back to a position that is just about to the limit of the "fungo" batter's ability to hit fly balls as far as distance is concerned. Unless told to do otherwise, outfielders will stand near this spot and catch flies as long as the batter will hit them out to him. They will not be embarrassed by balls being hit over their heads and, therefore, make practically all of their catches with the ball coming down in front of them. This is all wrong. If there is a group of several fielders in the workout, it is understood that they take fly balls in turn, wherever the ball goes. The whole group should be placed in centerfield. When an outfielder comes up for his turn, he takes the next hit ball—fly, line-drive or grounder—and plays it as if it were hit under game conditions. The group should be placed fairly deep, with a relay man stationed about half way in to the batter to take the throws after catches are made. These "pegs" should be low and accurate and on a line to the relay man. This will give the fielders practice on the throw exactly as in an actual game relay set-up. Incidentally, this relay man may be an infielder. He will in turn "peg" the ball to the catcher who is working with the "fungo" batter. Two balls may be used by the hitter and this will speed up the activity. In this event, two relay men and two catchers should be used in order to keep the practice organized in a systematic manner. The infielder in the relay position will get a workout on the balls that go bad for the hitter. There will be many

THE SHOE THAT GREW WITH THE BOY

"Keds" is a name that stirs memories—of young sons absorbed in play and games—of bodies growing strong—reflexes sharpening—the learning of teamwork. It's the name of America's first and best-loved boy's rubber and fabric athletic shoe.

"Keds" was one of the first casualties of war. But this shoe left a great legacy to our nation.

Because your sons liked and wanted Keds, many men and women found work making them. A business grew—a business you made big—with scientists, engineers, artists, workmen joined in common effort to satisfy your need.

Like any business, it had untapped strength and vision in its people. Under the compulsion of war, these "shoe-makers" began thinking, creating, meeting war needs that they alone could meet. The different products they produced fill a large hall.

But, more important, we could care for the needs of the men and women now fighting. It is these "shoe-makers" who build the rubber life rafts, the life vests, the bullet sealing gasoline tanks, the jungle boots—dozens on dozens of products. We are a race of builders. Rubber by its very nature challenges the best in people who want to build...to create...to serve the needs of people.

The most vital work of United States Rubber Company is the opportunity, the tools, the science, and, above all, the teamwork it provides to encourage men and women to create new security and better living.

You'll see this in action when Keds come back. They'll be better Keds because they will still be made by the kind of people who work to fill human need.

Reg. U. S. Pat. Off.

SERVING THROUGH SCIENCE

Listen to "Science Looks Forward"—new series of talks by the great scientists of America—on the Philharmonic-Symphony program. CBS network, Sunday afternoon 3:00 to 4:30 E.W.T

UNITED STATES RUBBER COMPANY

1230 SIXTH AVENUE, ROCKEFELLER CENTER, NEW YORK 20, N. Y. • *In Canada:* DOMINION RUBBER CO., Ltd.

high fly balls that will fall too far in for the outfielders to reach. There will be an occasional line-drive. The relay man will take these and in addition to the practice that he will get, it will speed up the drill. He will get the most benefit from the practice hop-throws to the catcher.

The Short Fly Ball

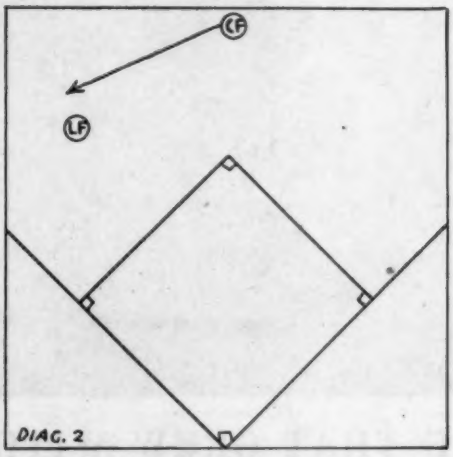
The group is now ready for practice on the short fly ball. Starting in, only after the ball is hit, the outfielders will come up, one at a time, and make a try for the catch wherever the ball goes. They may even surprise themselves in learning how much ground they can actually cover. They are free to try for diving or shoestring catches that they might not be willing to risk in an actual game. In this way, they will acquire a knowledge of their own ability that may serve them well later in making judgments on plays of this kind in real competition. There is an opportunity in this situation to get experience in fielding balls which they decide they will be unable to reach. It is imperative that they acquire the habit of getting into the proper position to throw as they field the ball. They can learn to time fly-ball catches so that the catch is made with the palms of the hands up, and with the arms well forward and about chest high. A time budget must be set up for the activity so that each part will get about the same attention and not interfere with the general plan of the practice session.

The Long Fly-Ball

We can now move on to the long fly-ball practice. All through the drill, the plan of having the men take turns should be followed. The group should be well drawn in. The "fungo" batter hits high fly balls with a full swing. The fielder makes no move until the ball is hit. If the ball goes over his head, he turns and runs in a direct line with its flight to the spot where his judgment tells him it will fall. He then turns and makes the catch as the ball comes down. If the ball is still going away as he runs, he makes a try for the catch over his shoulder. There are several things to consider at this point. If the sun is back of the ball, he can run so as to get the sun at his back and keep it away from his eyes. If the ball is going over his head, but off to the left, he must try for it over his left shoulder. If the fielder is right-handed, he will find the ball coming down on the gloved-hand side. This may be the more difficult side for making the catch for most players. If the ball is over his head, but off to the right, the fielder must try for it over his right shoulder. For most players, this will be the easier side from which to try for the catch. If there is time, the fielder should maneuver into position to get the ball on the side that will be easier for him to make the catch. After the catch, he should come to a stop and get in position to throw as quickly as possible.

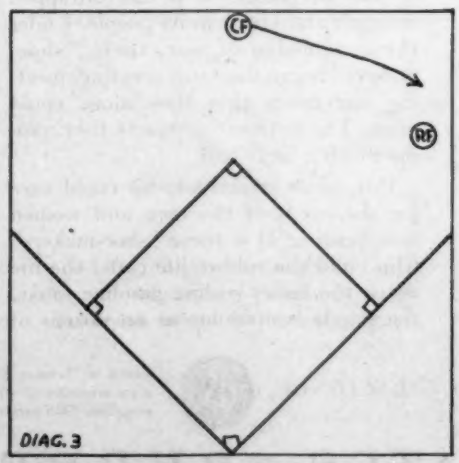
Fielders should never back up, that is, run backward for a ball going over their heads. There are two reasons for this, one, that it is easy to catch the heels and fall; the other, that speed is lost in running backward. He can run much faster, with less chance of falling, by running forward, then make his turn.

There are two good ways of practicing the catching of fly balls, hit to the right or left. For those hit to the right side, the men should be placed in right field. The "fungo" batter hits the fly balls well toward center field, and the fielders try for them, each in his regular turn. Since there is a definite skill in catching a fly ball while running at full speed, there is another method of practice to attain this skill. After a given time is spent getting under fly balls from a standing start, the fielder should start running toward center field. While he is running at full speed, the "fungo" batter hits the ball in the air well out ahead of him. After his try for the catch, he should wait on the side of the field where he now is. After all have had a turn, they should run back in the opposite direction in the same manner. This is a good conditioning drill and will develop the outfielder's ability to catch fly balls while running at top speed and after a long run. We suggest that this is an excellent workout, also, for pitchers to develop their legs and wind. This drill demands considerable skill on the part of the "fungo" hitter. If the fly balls are timed badly, valuable time will be lost and the players will lose interest.



DIAG. 2

The center fielder should back up the left fielder on hits to left field.



DIAG. 3

The center fielder should back up the right fielder on hits to right field.

The next step in the drill is to place the men in their respective fields, dispense with the relay men, but place infielders at each of the bases and a catcher at the plate. The "fungo" hitter can now put all that he has into his drives. Instead of hitting up on the ball, he may hit straight away. This should result in many line drives that will carry well out toward the fielder. The fielder may now test his judgment on these line drives, try to make the catch, or take the ball on the first hop. Hard grounders may be hit to both right and left of the fielder. If a grounder gets through, the relay set-up may be worked exactly as if a game were on.

Handling Ground Balls

Most outfields have a grass surface and the handling of ground balls is somewhat different from that in the infield. An outfielder gets many ground balls to handle during a game, however, and it is an important phase of outfield play. He should get in front of the ball whenever possible and try to block it or knock it down, if it is a hard-hit ball. He should make every effort to handle the ball cleanly. Alert baserunners will take extra bases on fumbles by an outfielder. He should maneuver to be in throwing position when fielding a ground-hit ball.

Practice Throwing

The fielders are now ready for practice throwing. There are four important throws—to second base, first base, third base and to the home plate. It may be a good idea to practice them in that order; the shortest throw first, the longest throw last. These are all low, hop throws. There has been practice on the line-no-hop relay "peg" earlier in the workout.

During the batting practice, an outfielder should spend every moment that he can, while not actually batting or getting ready to bat, working on the start after a fly at the crack of the bat. He should try to correct any tendency to run away from the ball or to start in the wrong direction. It is not an uncommon thing to see an outfielder start forward on a long, hard-hit line-drive, only to realize seconds later that it is going over his head. He will have to stop and hurry back, sometimes watching a ball go over his head that he might have caught if he had started back when the ball was hit.

(Continued on page 30)

PEACE IS AN EMERGENCY TOO!

Exacting from every American youth the same dynamic qualities required for winning a war, the building of an enduring, progressive peace will demand from each one an even greater degree of mental alertness, moral strength and rugged physical fitness.

Remember and heed the lesson taught by having nearly one-third of our young men declared unfit to assume their duty in our national defense. Foster and endorse every community project to provide facilities for creating a physically better nation. Discourage all enthusiasm for wasting money on memorials that will only glorify the dead but which will contribute nothing for finer living.

Alert to the need for training our youth in habits of clear thinking, clean living and bodily health, Rawlings is ready to support every such plan to insure our country's predominant greatness in peace as well as war.

Rawlings MANUFACTURING CO.
ST. LOUIS • MISSOURI

THIRTY-SIX
RAKE R

Friday, April 27

WELCOME TO ES

Drake University and the Drake Rel mittee athletes and coaches of the univers leges to attend the thirty-sixth annual elays.

The Relays will be held April 28. Ath leading universities and college wa hig

Streamlined to meet the Nav r leav Relays will feature high sch s on F university and college ev Saturd ice men and teams will in the u

FOUNDER, JOHN L. GRIFFITH

DIRECTOR, M. E. (Bill) EASTON

Bill Easton, Director of the Drake Relays, is serving his fifth year in that capacity and extends to all coaches and athletes a cordial invitation to participate in these games.

Welcome — an Welc to Des Moine rake

★ ★ ★

Program Ev

Special Events Combi

440-Yard Dash, 100-Y niversi Dash, 120-Yard H ollege Hurdles, Two-Mile R Mile and D High Jump, Broad Ju elays. Pole Vault, Shot P Discus and Javel Throw.

University Sectio High S Secti

440-Yard Relay, 8 Yard Relay, Mile Re Two-Mile Relay, Sprint Medley Relay.

College Sectio

880-Yard Relay, Mile R Two-Mile Relay, and S Medley Relay.

H ANNUAL
RELA

Saturday, April 28

DES MOINES

elc mittee extend a cordial invitation to
ers eges and high schools of America
al elays.

l 28. Athletes from the country's
eg wa high schools will compete.

ay ur leave rule, the 1945 Drake
sch ts on Friday, April 27, and
ew Saturday, April 28. Serv-
ll o in the university section.

We'll Help You Make Your Reservations

The Headquarters Chairman of the Drake Relays Committee will be glad to make hotel reservations for coaches and teams. For further information write Director M. E. (Bill) Easton, Drake University, Des Moines 11, Iowa.

an Welcome—
ne rake Relays

★ ★

Events

nts Combined
University and
College Section

Mile and Distance Med-
elays.

ct High School
Section

ial *Events*—100-Yard
, 120-Yard High Hur-
Mile Run, High Jump,
d Jump, Shot Put, Pole
, Discus and Football
w. *Relays*—Sprint Med-
Relay, 440-Yard Relay,
Yard Relay, Mile Relay
Two-Mile Relay.

FRED FEILER

Captain of the Drake track team is Fred Feiler, National Collegiate Athletic Association cross-country individual champion and Central Collegiate mile and two-mile champion. Feiler is from Dickinson, North Dakota.

● Genuine OZITE All-Hair Gym Mat Felt stays soft and springy *much longer* . . . outlasts several covers . . . cuts your upkeep cost way down! Heavier and denser than ordinary fillers . . . doesn't form lumps or bumps . . . laminated construction keeps mats flat, assures uniform resilience.

And *very* important, OZITE is SAFER . . . no bits of metal to scratch . . . because it's felted *without needles* by the famous OZITE Platen Process.

AMERICAN HAIR & FELT COMPANY

Dept. E2, Merchandise Mart, Chicago 54, Illinois

Write for the names of concerns who can supply you.

Progress in the Development of the Running High Jump

(Continued from page 11)

ened out along the front side of the bar.

Training Suggestions

The most strenuous part of high-jump training should take place in the preliminary period before the regular track season. It is then that correct form must be attained and it is to this end that the training is pointed. In order to avoid strains, general preparation work of four or five weeks is needed to condition the body. The daily work is best begun with an easy jog, a few starts so as to warm up the muscles and adjust the heart action, leg lifting, and a few bending exercises to strengthen the loins, back, and abdominal muscles. Flexible back and abdominal muscles are a great aid to successful jumping. Much of the above daily practice should consist of strengthening and suppling exercises, of sprinting to develop strength and control, of high kicking to develop free leg swing, and to loosen up the muscles of the back and hips, of deep knee bending, heel raising, rope skipping, and of hopping and bending exercises.

After jumping form has been perfected, very little strenuous work is needed. Too much practice jumping should be avoided. Too much running, sprinting, or any other type of strenuous activity should, also, be avoided. The athlete should learn to conserve his energy. High jumping requires explosive force, keen timing, and suppleness. Rest brings muscle relaxation. Spring comes from flexible, relaxed muscles.

No jumping should be permitted after Tuesday or Wednesday, and then only eight or ten jumps and not at top height, just enough for the jumper to keep the timing edge and hold his form.

Hard practice to acquire form greatly impairs the natural spring and elasticity of the leg muscles. A rest of a week or ten days is advisable following the hard preliminary training period before the competitive season starts. The training, however, will vary with the muscular and nervous make-up of the jumper.

In 1941 I watched Les Steers jump 6 feet, 11 inches on Tuesday evening at the East-West meet at Los Angeles. He traveled up to Stanford on Wednesday, worked out Thursday with fifteen or twenty jumps at 6 feet, 5 inches and then again jumped 6 feet, 11 inches on Saturday.

Schedule of Training for a Week During the Competitive Season

It is assumed that form has been per-

wilson
THE MOST SIGNIFICANT NAME IN SPORTS EQUIPMENT
● It's *Wilson* today in sports equipment because Wilson equipment is obviously outstanding—in scientific development—in craftsmanship—and in better *performance* in today's modern sports and games.
Wilson leadership has a special significance to you. It means that when you select Wilson Sports Equipment you have the most popular name in sports equipment today to sustain your good judgment.
Prepare *now* to take full advantage of the progress made by Wilson during the past years of war and restricted civilian production.
WILSON SPORTING GOODS CO.
Chicago, New York and other leading cities
Wilson Athletic Goods Mfg. Co., Inc.
Chicago Plant
MEMBER:—The Athletic Institute, a non-profit organization dedicated to the advancement of national physical fitness.
• • •
Let's all boost the "War Memorials That Live" campaign to commemorate our war heroes.
IT'S WILSON TODAY..
IN SPORTS EQUIPMENT

TORO
POWER MOWERS
THE WORLD
TORO MANUFACTURING CORP'N.
MINNEAPOLIS, MINN.
MOWING MACHINERY SPECIALISTS FOR OVER 20 YEARS

Feet First!

Underpinning is the watchword of all great coaches and athletes. That's why many leading Schools and Universities use the Dolge Way for prevention of Athlete's Foot.

Dissolve ALTA-CO Powder in water—one pound to the gallon—place foot tubs strategically in shower rooms and you'll combat the spread of Athlete's Foot. Here's why—

- Kills all different species of common Athlete's Foot fungi and their tough spores.
- Is speedy—kills fungi in less than 60 seconds.
- Is non-irritating to the skin.
- Does not damage towels.
- Is stable in solution.
- Can be quickly checked by inexpensive Alta-Co Tester.
- Is economical to use.

It's wise to use a tried and proved fungicide. Get the evidence—verbatim reports by medical authorities.

WRITE today for our 36-page illustrated booklet C-5 on Athlete's Foot control and how you can obtain the new Dolge Plastic Foot Tub free.

FOR SCIENTIFIC ATHLETE'S FOOT CONTROL

Alta-Co. POWDER The C. B. DOLGE CO. Westport, Connecticut

fected and a meet is coming up each Saturday. The work throughout the week should be appreciably reduced. A high jumper requires less work than any other class of athletes. Monday and Tuesday should be devoted to polishing form. On Wednesday and Thursday, there should be general stretching and suppling exercises. No jumping. Friday is a day of complete rest.

On Saturday, in competition, the athlete should study the various kinds of take-offs, hard and soft, clay or cinders, and be equipped with heel spikes to be used on a soft or slippery take-off. He should measure and lay out his approach before competition starts. He should bear in mind that a correct angle, as well as distance, is important. He should stretch his body and leg muscles before each jump. He should take off his shoes after each jump to remove sand and to rest the feet, then he should lace them up tight. He should keep warm, relaxed and concentrate on getting over the bar.

The Youngster on the Pitching Mound

(Continued from page 15)

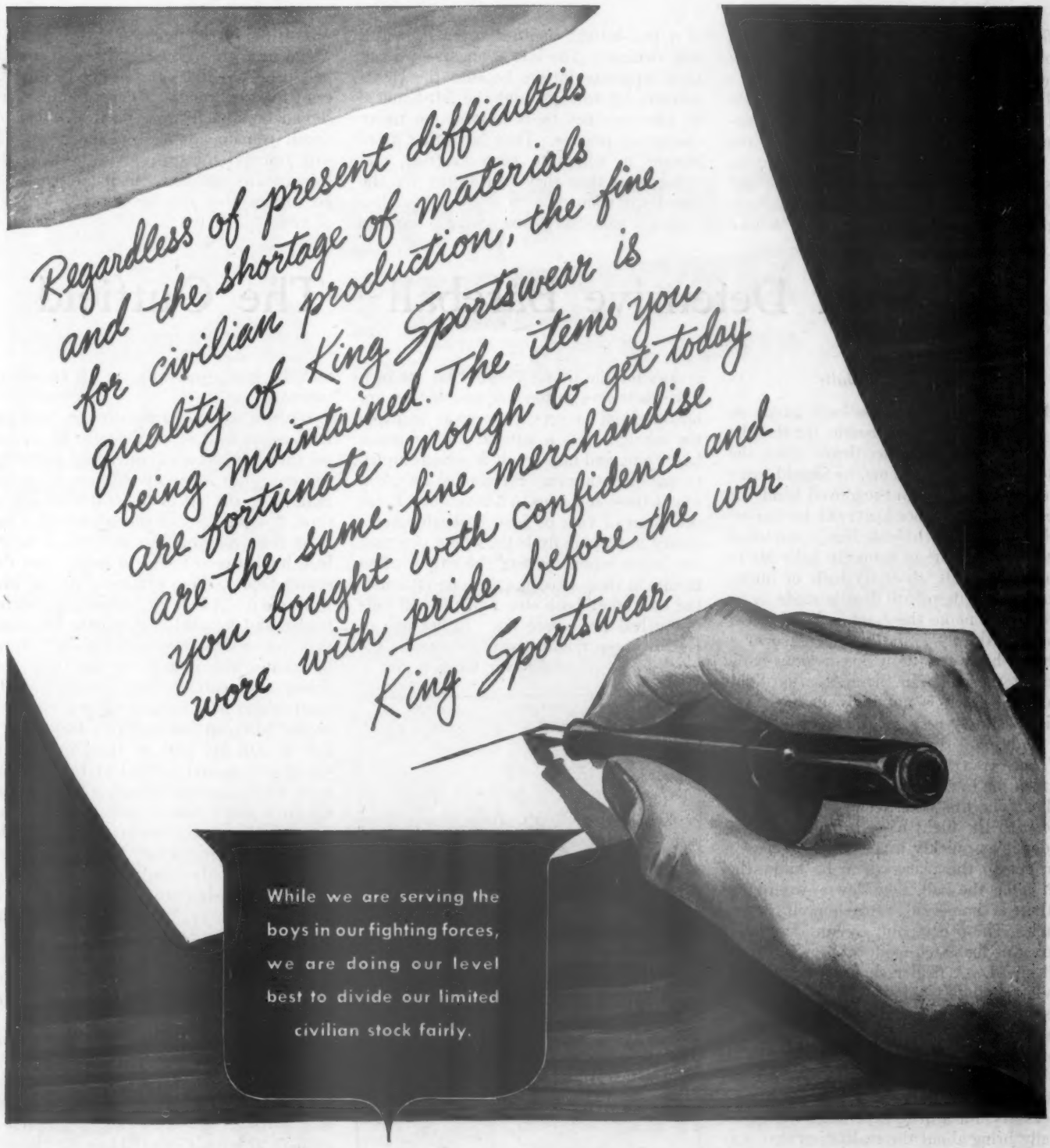
and he throws the ball not timidly or hesitantly, but with courage.

Want Control? Mastering control is, fundamentally, a matter of thinking. You must mentally direct your arm, your fingers, and your body to send the ball to the area that you select. Think control and you master control.

The acquisition of control may be speeded by using warm-up intervals, turns in pitching to batting practice, as well as games, to practice the art of sending the ball where you want it to go. Always aim for the strike zone. It requires no practice to throw the ball away from the plate. Every pitch at the plate should be aimed at the strike area.

In the case of the White Sox left-hander, Ed Lopat, his control was improved when he delayed the instant of releasing the ball. It was suspected, and then confirmed, that Eddie was releasing the ball too soon and from a high angle that imparted a twisting, upward "zoom" to his delivery. Lopat mastered holding on to the ball an additional instant; he mastered the feel of the ball going off his finger tips and his control steadied.

Your Catcher as an Aid. The catcher can help by offering a target. This is more than spotting his glove. He may squat down when the pitcher tends to throw too high. He may shift to the inside corner or the outside corner of the plate with a readjustment of his feet. Lining up the target by postures of the catcher's body or shifts in his position in relation to the plate, all contribute toward aiding a pitcher.


Regardless of present difficulties and the shortage of materials for civilian production, the fine quality of King Sportswear is being maintained. The items you are fortunate enough to get today are the same fine merchandise you bought with confidence and wore with pride before the war
King Sportswear
While we are serving the boys in our fighting forces, we are doing our level best to divide our limited civilian stock fairly.

KING Sportswear

1115 NORTH FRANKLIN STREET • CHICAGO 10, ILLINOIS

Spy a Bit: The index of pitching tips should include the injunction: Watch the other side in batting practice.

Baseball players like to hit and they revel in slamming long ones in batting practice. Invariably, they unmask themselves in the process because they reveal to an observer their likes and dislikes. Some like a low ball, others delight in "murdering" a high one. Another discloses that he is a pull-hitter; another reveals he is a late swinger. The late swingers—we call them opposite hitters because the right-handers hit to right and the left-handers to left—are not to be served too many change-up pitches. They have that extra instant in which to correct stride, and swing, and thus they can adjust for the speed variations.

Yes, I would urge the young pitcher to watch the other fellows bat, just as I would urge the youngster to (1) grip the ball properly and (2) to acquire an efficient follow-through. To these injunctions should be added, "Never throw a ball in which you do not have confidence." Be sure your pitch is good and, having established your confidence in that pitch, let it go. Remember you have good men back of you.

Phases of Defensive Baseball—The Outfield

(Continued from page 22)

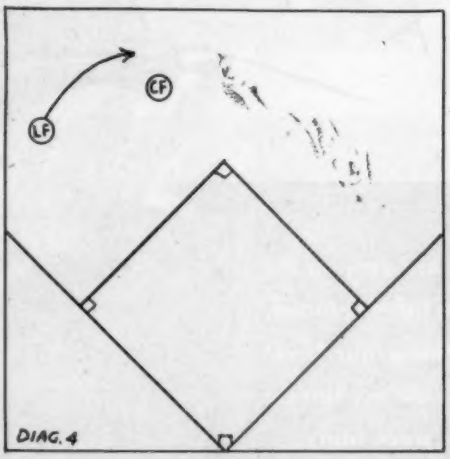
Catching Fly Balls

An outfielder should use both hands on all catches, when it is possible, for then he is in better position to throw after the catch. At the same time, he should learn to catch fly balls with the gloved hand, for there will be catches that will be impossible to make with both hands stretched out. This is true of some fly balls hit to the right or left, short fly balls or liners, where a last desperate dive is made in an attempt to make the catch. Another example is the fly ball about to go over a fielder's head and he makes a glove-hand stab at the ball. In these situations, the one-hand catch is not only justified, but it is absolutely necessary if the catch is to be made.

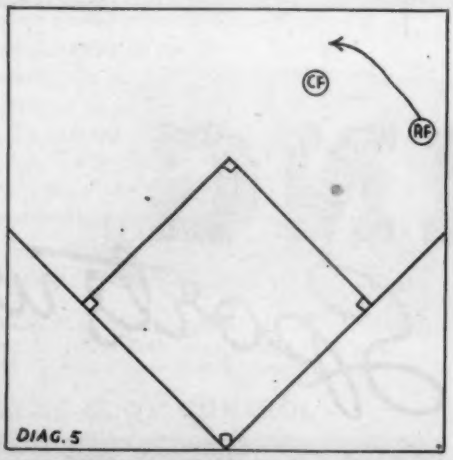
There are two more points that we want to mention in connection with handling fly balls. The first, the fielder should get in line with the flight of a fly ball, then get under it as quickly as possible. A fielder can get to the place where he knows he can catch the ball, slow down—even stop if there is time—and steady himself for the catch. The other point to consider is the timing of the catch made while running at full speed. A fielder should catch a ball while running at full speed only when it is absolutely necessary. It may develop into the dangerous possibility of overrunning the ball and this can become a very bad habit. One-handed catches of fly balls should be used only when it is absolutely necessary, for a little experience will eventually bring about the realization that it is easier for a ball to drop out of one hand than it is out of two hands.

The Need of Signals

There is an important angle in playing the outfield which we believe should be discussed, and that is there should be definite word signals and complete co-operation and understanding between outfielders. There is the ever-present danger of two outfielders colliding while running after a fly ball. The same situation may develop between infielders and outfielders, two infielders, or the catcher and an infielder or the pitcher. If properly played, this situation should not cause trouble, but it does for the simple reason that the men have their eyes on the ball, and, if they are hustling ball players, they want to make the catch. It is a natural and common happening and may result in serious injury to one or both men. Steps must be taken to cut these collisions to a minimum. From the point of view of good baseball, uncertainty in playing fly balls, where two men are intent upon making the catch, often results in these two men running up under the ball; they both stop and the ball falls untouched for a safe hit. Either one of the two men might easily have made the catch. This should never happen, but it does happen constantly, in all classes of baseball.



The left fielder should back up the center fielder on hits to left center.

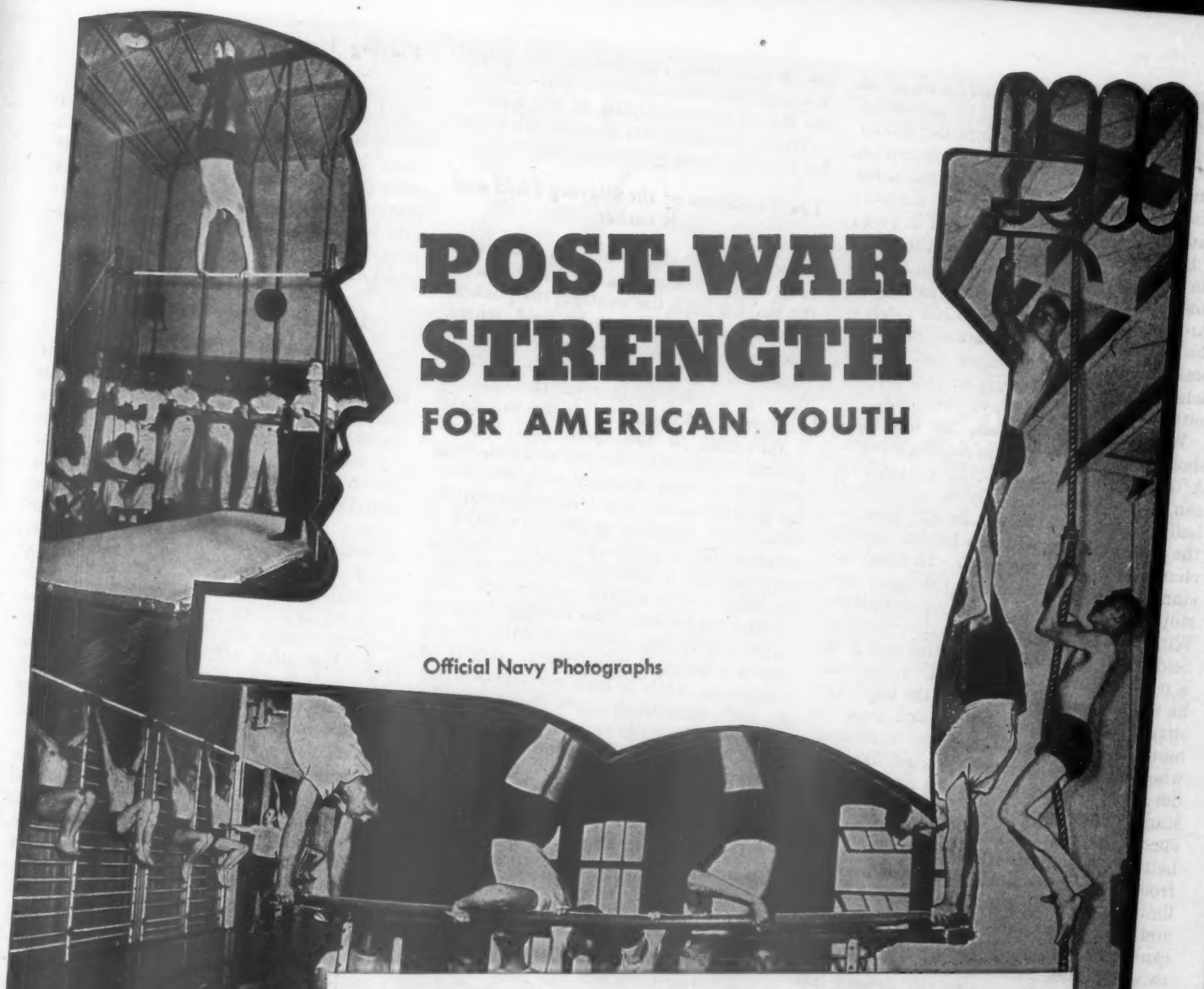


The right fielder should back up the center fielder on hits to right center.

When a fly ball is hit directly to right field, center field, or left field, the men playing these positions will obviously make the put-out. But, when fly balls are hit to the right or to the left of the center fielder, or short fly balls go over the infield, the stage is set for a collision. In the case of the fly ball, hit between the right fielder and the center fielder, these two must decide who will take it. A ball hit between the center fielder and left fielder presents the same problem to these two men. A short fly to left center may involve the shortstop, left fielder and center fielder. A short fly to right center may involve the right fielder, second baseman and center fielder. A short, fair or foul fly, back of third may bring the shortstop and left fielder to the same spot, while the same situation would come up on a short, fair or foul fly over first, between the second baseman and the right fielder. A short, high fly over second base might bring the center fielder, second baseman and shortstop under the ball. A "pop" fly, fair or foul, coming down near the home plate might bring the catcher, pitcher, and the third or first baseman together. It is quite evident that there are many chances for collisions to occur and it follows that all teams should have a definite well-organized and functioning plan to prevent this.

Usually, if the center fielder is a good fielder, he should be given the right-of-way, but this is not enough. Some signal such as, "I have it" should be called by one of the fielders. His call for the ball should be loud enough to make it certain that the other fielder will hear it. When the other player hears the call for the ball, he should get quickly and definitely out of the way. The inference is that the one who calls for the ball should be the fielder in best position to make the catch. The player, not making the catch, should get far enough away to insure confidence on the part of the one making the catch.

On a short fly ball, any one of the four infielders or even two of the four, may make an attempt to catch the ball. If an outfielder is sure that he can get to the ball, he should call for it and make sure of the catch. Here again, a right-of-way may



POST-WAR STRENGTH
FOR AMERICAN YOUTH

Official Navy Photographs

MEDART BUILDS AMERICANS

Medart

ST. LOUIS, MISSOURI

TRADE MARK REG. U. S. PAT. OFF.

FRED MEDART MANUFACTURING CO.
3533 DeKalb St., St. Louis 18, Mo.

Medart physical fitness equipment will help build the post-war strength of American Youth. Improved athletic apparatus of every kind . . . designed with Medart's consistent, high-quality standards, planned today for the needs of tomorrow. Ask Medart's consulting experts to study your requirements and make recommendations . . . to help you achieve correct, economical installations of gymnasium equipment. Meanwhile, purchase of the following types of equipment is now authorized by the War Production Board for schools and colleges:

- ★ Climbing Poles
- ★ Climbing Ropes
- ★ Parallel Bars
- ★ Horizontal Bars
- ★ Stall Bars
- ★ Flying and Traveling Rings
- ★ Horizontal Ladders
- ★ Basketball Goals
- ★ Volley Ball Standards
- ★ Vaulting Boxes
- ★ Springboards
- ★ Beat Boards
- ★ Mats and Covers
- ★ Stall Bar Benches
- ★ Maple Wands
- ★ Indian Clubs and Dumbbells (wood)

ILLUSTRATED MEDART EQUIPMENT BOOKLET

Free 20-page booklet, with action illustrations, describing in detail all types of Medart Physical Fitness apparatus, now available for your Victory Corps Program.

TRAINING SUGGESTIONS FOR INSTRUCTORS

Free booklet on "Physical Training," practical suggestions for the instructor by Charles E. Miller, B. Sc., A. M. Gym Coach, University of Nebraska. 72-page book explaining correct uses of gym equipment.

be established, based on sound baseball. In this case, the infielder should be the one to get out of the way, for an infielder should never try to catch a fly ball that can be handled by an outfielder. The reason for this is immediately apparent for the outfielder is coming in with the ball in front of him. He is in a better position to make the catch and in better position to see the place where to throw after the catch, if a throw is necessary. On the other hand, if the infielder is, by any chance, in better position to make the catch and signals definitely that he is going to take it, the outfielder should give way.

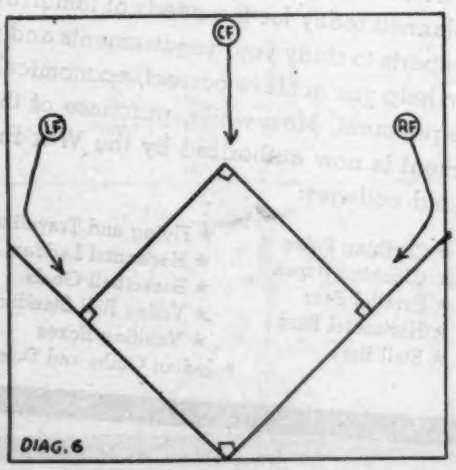
With no one on base, an outfielder should put everything into making a catch. A team, well-drilled in backing up plays, can do this and still be playing sound baseball. Even on a low liner, he may dive for the ball, believing that he has an outside chance of making the catch. In many instances, the man backing up the play can stop the runner from taking an extra base. With men on base, it follows that the outfielder will be more conservative and if he is not sure he can get his hands on the ball, he will slow up and take it on the hop. He should anticipate this play and bear in mind the number of men on base and where they are. When a situation like this develops, he should make a decision instantly, then play it that way with all his energy and determination. If he misses the ball and it bounces off his body and away from the man backing up, and rolls to the limits of the field, a mistake has been made and that is that. If the scoring of one run can be prevented, it is better than letting two go across. On the other hand, if the fielder makes the catch, the danger has been eliminated, for the moment at least.

Proper Shifting on Different Types of Batters

Shifting in the outfield depends upon what the defensive team knows about the batter or by what they can tell at once as he stands at the plate. Most left-handed batters will hit to right field or right center. Most right-handed batters will hit to left field or to left center. With pull-hitters up, the outfielder playing the field where he will hit a major part of the time, should move closer to the foul line. The straightaway hitter will hit to any of the fields, usually according to the kind of ball pitched to him. This forces the outfield to be alert to the battery signals, so that they will know what pitch has been called and play the batter according to the field to which he is most likely to hit. To illustrate: If a fast ball is pitched on the outside corner of the plate to a left-handed batter, he is most likely to hit to left field or to left center. Most right-handed batters will hit a change-of-pace or curve ball to left field and fast balls to right field. This evaluation does not include pull-hitters, of course, for they will hit to their field, regardless of the pitch. We may conclude, therefore, that outfielders should shift according to the type of batter at the plate and he must know the kind of ball being pitched to him.

The Condition of the Playing Field and Weather

An outfielder should make a number of observations concerning the condition of the playing field, the weather, the position of the sun in relation to his field, fences, brick or concrete walls, or temporary bleachers. He should check to learn if there is a hard surface on the outfield, with short or little grass, for this will make a difference in the speed and hop of ground balls. On the other hand, long grass or a moist or soggy turf, may slow up grounders and result in balls stopping dead that otherwise might have rolled a considerable distance. The type of footing may indicate a conservative type of play on balls that might be caught with firm ground conditions. The weather too is an important factor. Mist or a dark, cloudy day will make a big difference in playing conditions, while a high wind may make fly balls exceedingly hard to catch. The wide-awake outfielder will take into consideration the direction and force of the wind and try to anticipate the change in direction of fly balls, that is, how far the ball will be carried from its natural course by the wind. If an outfielder is playing the sun field, he should practice *"finding"* the ball in the air, while shading the eyes with one hand. Sun glasses are definitely necessary. Once a ball is *"lost in the sun,"* it is practically impossible to keep it from falling for a safe hit. Once in a long while, helped by a quick signal from the fielder that has lost sight of the ball, an alert man in the back-up position can make the catch.



The left fielder should break quickly to cover short hits through third or on "pegs" from the catcher to catch baserunners on third base. The right fielder should break quickly to cover hits through first or on "pegs" from the catcher to get baserunners at first base. The center fielder should back up all throws to second base and short hits through the second baseman and shortstop positions.

Playing Rebounds Off Walls and Fences

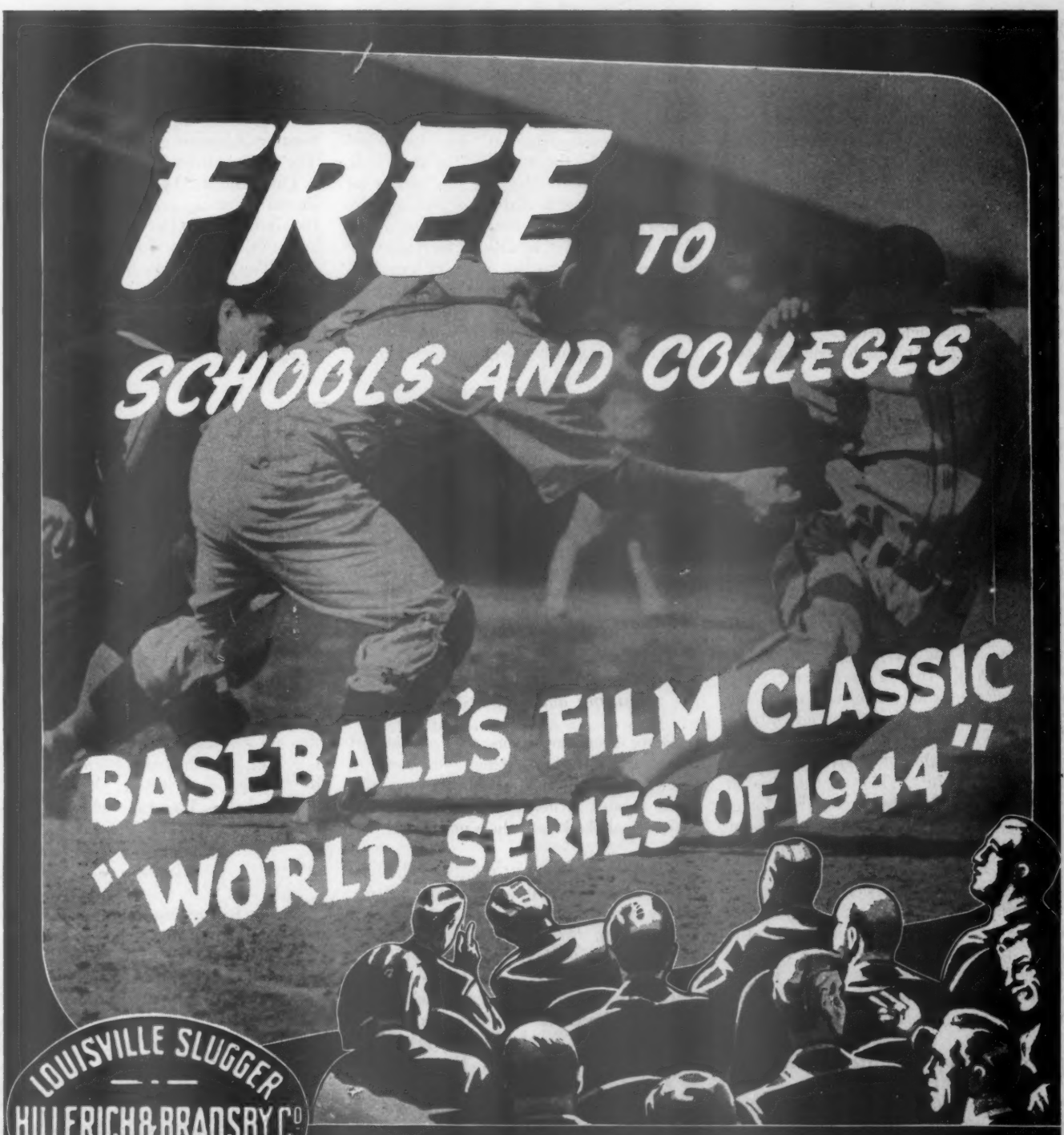
Playing hits that rebound off walls or fences is a very difficult skill. Many extra bases have been taken by baserunners while outfielders were doing a poor job of playing the rebound. Experience, accurate judgment, speed and skill are necessary if outfielders are to make rebound plays successfully.

Throwing to the Proper Base

Outfielders are often judged as to their baseball knowledge and ability to think under fire, by the base to which they throw the ball after hits, caught fly balls, grounders, etc. It is a great tribute to an outfielder when it is said that he never makes mistakes, that is, he never throws to the wrong base. A general rule is to throw ahead of the runner. For example, if, with a man on first, a single is hit to an outfielder, he will not make a high throw to third base, if he sees that his throw has only an outside chance of getting the runner. His throw will be low and on a line so that it can be cut off by the shortstop and prevent the batter, who should by now be rounding first base, to advance to second base. Here is another illustration. A runner is on second base and a hit goes to the outfield. The man fielding the ball must make a quick decision as to whether his throw will get the man at the plate. If the runner going from second has a lead, is fast, or if the fielder is deep in the outfield, it may be better baseball to throw to second and hold the runner on first. If, however, the throw is made to the plate, it should be low and on a line so that it will get to the catcher on a hop. The low line throw makes it possible for the cut-off man to intercept the ball and make a play on the runner advancing from first to second.

Backing Up Plays

In the beginning, we stated that an outfielder could be *"in"* the game every moment. If other things did not accomplish this, the outfielder's responsibility as a back-up man will certainly do so. In this phase of the game, he can excel by constantly being on his toes for every opportunity to back-up plays that have gone wrong, stop baserunners from advancing and prevent scores that would otherwise go over the plate without opposition. His job will be to be alert for possible misplays on the part of the infield, bad throws to bases by the pitcher or catcher, and balls getting through or away from other outfielders. He must not leave his position until he is sure that the ball is past the batter, but when the catcher tries to pick a runner off of first base, the right fielder must get back of first and in line with the throw. This must be done with all pos-



LOUISVILLE SLUGGER
HILLERICH & BRADSBY Co
LOUISVILLE, KY.

The motion picture of the 1944 World Series, co-sponsored by Hillerich and Bradsby, is ready for your use. This is a 30 minute, 16 mm sound-on-film, full of thrills and action and ideal for group showings. Call your nearest H & B dealer and arrange for obtaining a print for your use.

HILLERICH AND BRADSBY CO., INC., LOUISVILLE, KENTUCKY

makers of Louisville Slugger Bats for Baseball and Softball, Louisville Power-Bilt, Louisville Grand Slam and Lo-Skore Golf Clubs.

LOUISVILLE SLUGGER BATS

sible speed to be effective. If there is a fumble, or a wild throw gets away from the first baseman, the right fielder is there to recover. If a "peg" goes to third to catch a runner off, the left fielder has a similar responsibility. On a throw by the catcher to stop an attempt to steal second, or on a throw by the pitcher to the shortstop to catch a runner taking too big a lead off second, the center fielder should be there fast to back up the play. Throws from left field to second base should be backed up by the right fielder and throws from right field to second base should be backed up by the left fielder.

The center fielder should back up the right fielder and left fielder on balls hit to their respective fields. The center fielder should be backed up by the left fielder on balls hit to left center and by the right fielder on balls hit to right center. Fielders not handling the ball should call out instructions to the man making the catch, letting him know that he has plenty of room to make the catch, or telling him where to throw after the catch.

If an outfielder is willing to hustle, he will find plenty to do to keep him *"in"* the game. Playing constantly with a catcher with an accurate throwing arm and with a good infield, may cause an outfielder to relax in his back-up play efforts. He may get up there in line with the throw and close to the play many times and have nothing to do—then suddenly it happens—an overthrow or a fumble. If the fielder backing up is careless or slow, the runner may advance a base or even two bases. The outfielder has failed to do his job.

Throughout the game all outfielders should know the score, how many are out, the count on the batter and the inning being played. Add these to the other responsibilities that we have mentioned and it should be increasingly apparent that it takes a sincere desire to learn and improve, combined with constant practice, to approach perfection in outfield play.

Practice-Session Batting Dope

(Continued from page 13)

foot back across the other before you take that terrific cut of yours. He has an answer for every one of these faults. Of course if you get him in the hole, you might try "cow-tailing" on the next pitch, but it never pays to use it on every pitch.

Why do you step up to the plate without being at your very best when the count is already two to one against you? *In baseball the player who can make the other fellow worry is at an advantage.* Why let it be you? You should know that *in practice period*, you are building up your *skill habits*. That is the time to be serious about what you are doing. *Build good skill habits* so that you do not need to think about such little things as your grip, stride, or swing. That is the main reason for practice. This leaves your mind clear to think about other things as you face the pitcher in the game. It leaves your mind free to start making him worry. It is a great feeling to know that he is doing the worrying and not you.

Where and How You Stand in the Box

If you are ready to worry that pitcher, you begin to assume different positions in the batter's box. You do not take a stand in one certain spot and dare him to put it over the plate. That is just what he wants. He wants as many things definite as he can get. When they are not definite, he begins to worry. Perhaps, you crowd the plate to get an inside pitch on the first one—a ball perhaps. On the next pitch, your foot position is such that, although you are still crowding the plate, yet, as you stride, you can "sock" that inside pitch if it is over.

Well do I remember one Holy Cross set of batters who had my pitcher worried because they did not stand in the same spot each time as they came up to bat.

Again I say, make the other fellow do the worrying. Before you can do that, you have much hard work ahead of you day after day.

When you are a good batter and are worrying the other fellow, you soon find yourself getting on base due to errors or by free passes. These all help build up your record as a dependable hitter. They all add up to scores for your team.

Bunting and Choke-Hitting

There are two things that an expert batter can do about which you need to think. They are your ability to bunt when a bunt is needed, and your ability to use a choked bat when you get in the hole.

Bunting adds twenty points to the batting average when used by smart hitters. If you can train yourself to feel that you are *catching the ball with your bat* instead of with a glove, you can bunt any ball. It takes nerve against some fast-ball pitchers but that is the reason why some of us need baseball—to build up our courage. Take that front-facing stance as the pitcher prepares to pitch. Do not care if he knows you are going to bunt because *you never bunt anything but a good ball* when you try to sacrifice. If he is worried and throws balls instead of strikes, you may get a walk or you get a signal to hit away. Just get so you can *catch the ball with your bat*. Hold the bat level. Hold it above your belt line so you can go up or down quickly with the pitch. Hold it out ahead of the plate over fair territory. Crouch slightly so you can go up or down with the pitch and make a quick break for first base. Rotate the label toward the pitcher to help soften the contact. *You do not need to push or pull back on the bat* as the ball hits. It will roll just right, seventeen to twenty feet, if you hold your bat loosely and neither push or pull back. If you are a right-hander, your grip should be with the left hand, *very loose* on the handle so that the bat will ring "ping" as the ball hits. Your right hand should move out, halfway on the bat and you should grip it between the *thumb* (on the top) and the *knuckle of the first finger* (on the bottom). This last does not require any strain on the forearm that other grips give. It is like aiming a pistol.

Choke-hitting in practice is necessary if you are to become a dependable hitter. If you do not choke when you are in the hole, your chances of getting a hit or getting on safe are cut in half. If the pitch is a ball, the choked bat can more easily be withheld from taking that fatal cut at a poor ball. You can delay and take a quick chop with a choked bat.

Summary

In concluding let us summarize the main points. They are as follows:

1. The level swing of your bat gives you a 42- to 43-square-inch chance of doing something to each pitch over the plate.
2. If you can hit, you probably have the call over the fellow that is not so good with the "stick."
3. Practice carefully to build good skill-habits and not poor ones. Let it be your goal to become a dependable hitter instead of seeing how far you can hit that practice-pitch, thus breaking your timing or getting "giggle" in your swing. Control yourself. Control the bat during practice.
4. Hit only good balls. Do not press.
5. Hit them right back where they come from, on a line.
6. Know how to balance your bat. If you are hitting fly balls of the pitcher today, move your hands a little and hit them on a line. Do it before the game is over.
7. Know your groove ball.
8. Learn to "pour" out the power of your bat as you pour tea.
9. Know how and when to swing a choked bat.
10. Know how to bunt without flinching. Catch the ball with your bat.

Illustration 1 shows the legal position of the feet of the left-handed pitcher before the full wind-up. Both feet must be on the rubber, or one directly behind it. In this instance the left or pivot-foot is on the rubber and points towards the plate as does the kicking foot which is directly behind the rubber. The pitcher then kicks his right foot towards first base, pivoting at the same time and delivers the ball. A maximum of body leverage can be employed with this method of throwing. (The pivot shoe is under great strain here.)

Illustration 2 reveals a perfect follow-through position after delivery of the ball. Thus, the pitcher is "set" to step quickly in any direction to catch or knock down any hard hit batted balls coming his way. The fielding pitcher must have perfect position in order to help his team defensively.

The position of the right-handed pitcher with a man on first base is shown in Illustration 3. It goes without saying that a pitcher is as good as he is with men on base. Note the ball of the right foot rests on the rubber at an angle pointing towards the plate. The left foot also points towards the plate in a manner permitting the pitcher to half-face the hitter and the runner at the same time. The position allows for quick and effective throws to either the hitter or the man on first base.

In Illustration 4 the left-handed pitcher has assumed the "choked" position with a man on first base. Here again the primary thought is to be able to throw quickly and deceptively to the hitter or to first base. Note the right foot is on a line which is forty-five degrees from the line to the plate and the line to first base. In this manner, great deception may be effected, without distortion of a free delivery to either base.

Illustration 5 shows the stance of the catcher while giving the signals to the pitcher. Both feet are on a parallel line at right angles to the line of the pitch. In this instance the catcher merely sits on his heels which are about fifteen inches apart, toes straight ahead. Comfort and balance are essential in this position.

The catcher assumes his receiving position in Illustration 6. His feet are placed a trifle wider than shoulder width. Here again, comfort and balance are the determining factors. The left foot may be advanced some two inches to enable the catcher to throw more quickly. He must keep his feet well under him to permit a quick side-step to retrieve an inside or outside pitch and still remain in balance for a pivot to throw quickly and without effort. (The catcher in his crouching and moving for pitches and throws, puts a terrific strain on shoes.)

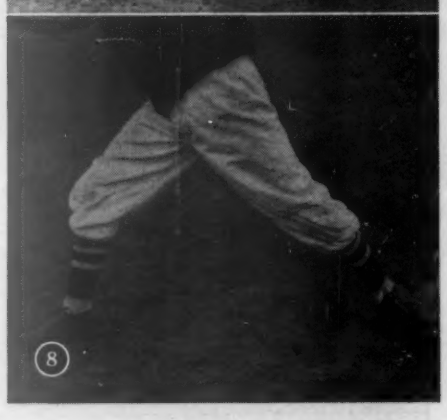


Illustration 7 shows the initial position, six inches in front of the base, assumed by the first baseman as he faces each infielder preparing to throw a runner out. Both feet are on a parallel line in a position to be shifted quickly to allow a tag with either one. This footwork may be used by any infielder on a force play and is especially adaptable for double plays when employed by the second base man.

In Illustration 8, the first baseman has extended himself to his right for a wide throw. Note the left toe on the edge of the base whereas the right foot reaches to cover the distance of the throw. The position of the feet is reversed for wide throws to the left. Either foot may anchor the tag when the throw is directly in front of the base.

GOOD BASEBALL PLAY DEMANDS GOOD FOOTWORK . . .
GOOD FOOTWORK REQUIRES GOOD SHOES

Reprints of This Series May Be Secured at the Address Below.

Whether you want information on Footwork or Shoes, consult the House of Quality and Service

JOHN T. RIDDELL, INC.

1259 WOOD N. STREET CHICAGO, ILLINOIS

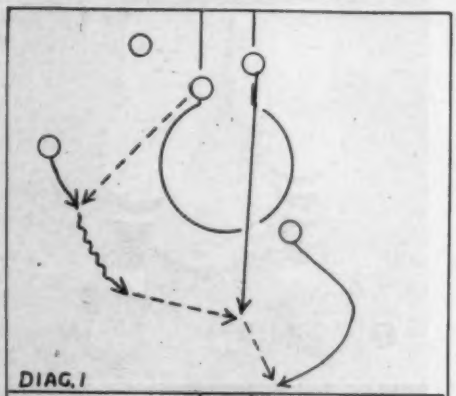
11. The best-hit balls are due to good timing, not terrific swings.

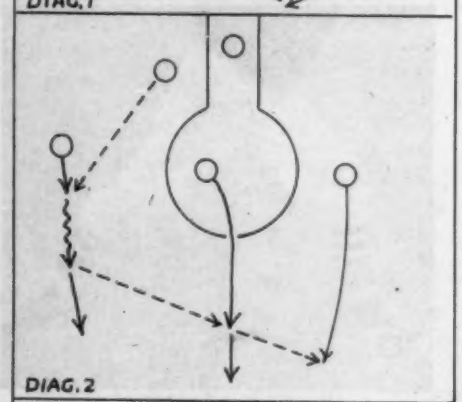
12. Read about baseball.

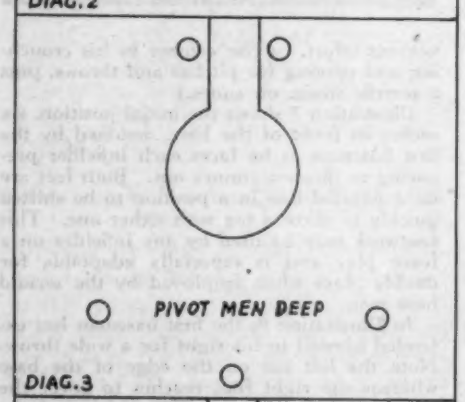
13. Show *poise in the box;* have ability to think under pressure which will allow you to *make the pitcher do the worrying* instead of yourself. This means hard work, self-control in practice periods and smartness on your part.

14. Pay attention to your coach. Continuous horseplay never made a good ball player. Continuous attention to business in practice results in the best kind of horseplay which is in the locker room after winning a good close game.

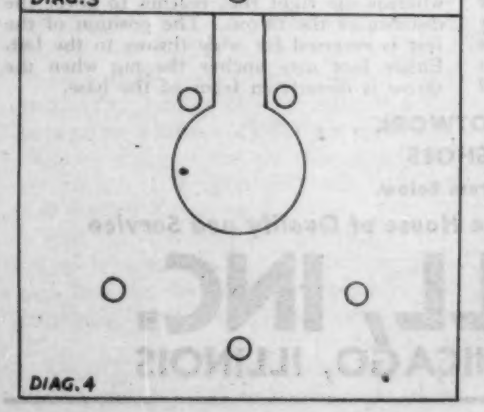
First-Hand Information from the State Basketball Tournaments


DIAG. 1


DIAG. 2



DIAG. 3


DIAG. 4

Texas State Basketball Tournament

By Stanley Thomas

Sunset High School, Dallas

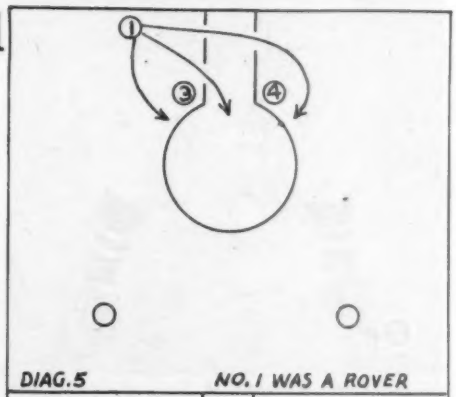
TEXAS basketball is fast coming into its own. For years, Texas schoolboy football has been recognized as about the best to be found. In the past six years, basketball has made great strides, both in attendance and in the brand of basketball played here.

For the season just closed, three state champions were crowned, in their respective classes. In "AA," "A" and "B." "AA" high schools with an enrollment of over five hundred pupils, had 105 teams participating. Paschal of Fort Worth won this class. Conference "A," composed of those high schools with an enrollment of two to five hundred had 276 teams participating. Sidney Lanier of San Antonio was the champion. In Conference "B," high schools with less than two hundred enrollment, had about 350 teams participating. Prairie Lea was the winner.

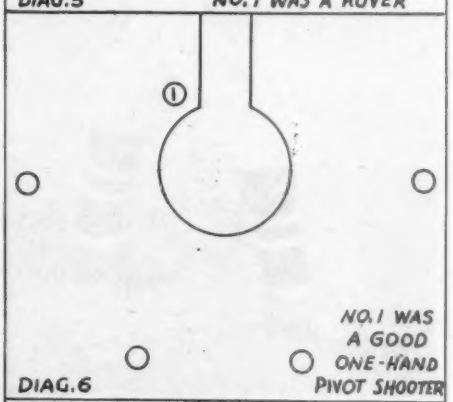
In Conference "AA" there are sixteen districts in the state. These district winners play a three-game series to determine a bi-district winner. The eight bi-district winners go to Austin for the state meet.

Paschal High School, the "AA" winner, had a team made up of veteran boys, most of whom had played together all through high school. The team was built around Jack Robinson, a clever ball-handler and a great shooter close around the basket. No players on the team were over six feet, one inch, but they were fast and good ball-handlers. They defeated two great teams Lufkin and Milby of Houston to win the championship.

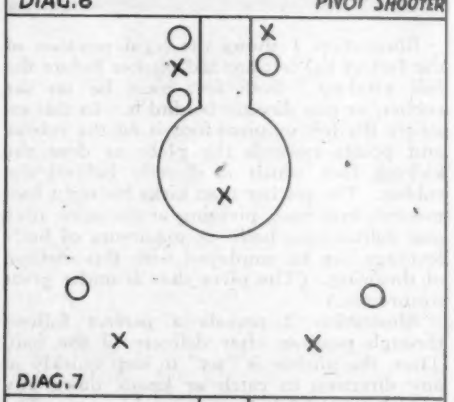
All teams employed a fast break at times to good advantage. Milby and Lufkin used three men in the first wave while Paschal employed only two men. Diagram 1, shows Paschal's general movement on a fast break. They used three men playing the backboards for rebounds. Diagram 2, shows Lufkin and Milby using only two men on the backboard. Milby had a team of tall boys, only one man under six feet, with three over six feet, three inches and

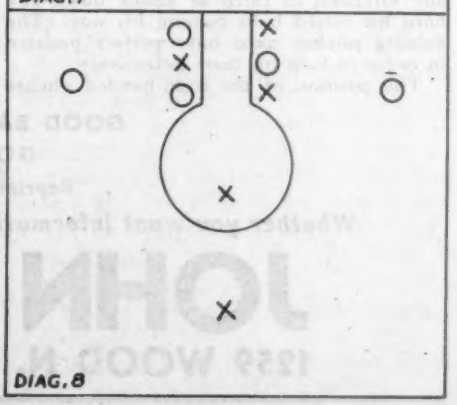


DIAG. 5 NO. 1 WAS A ROVER



DIAG. 6


DIAG. 7


DIAG. 8

"... no memorial could be more appropriate"

"OH, GOOD! I'll have the lunch all packed by the time you and Bill pick us up . . . We'll have plenty of time to see the events at Memorial Community Center and have a swim in the new pool before supper . . . Yes, we certainly do get a lot of healthful recreation from the new Center . . . Somehow it seems to sum up all the boys fought for . . . Yes, Bill should be proud of the part he played in the whole idea . . . Serving as chairman of that Memorial Committee was no easy job, but the whole thing from fund raising to dedication was a credit to everyone who helped . . . Well, we'll be ready when you come."

For years—for generations—living memorials will serve the health of the nation, providing wholesome recreation for young and old. What about your community's plans? For helpful information, write to: George M. Trautman, Chairman, American Commission for Living War Memorials, 30 East Broad Street, Columbus 15, Ohio.

AWARDED SPORT PRODUCTS INC. MANUFACTURERS
BUY WAR BONDS AND HOLD THEM

MacGREGOR-GOLDSMITH INC.
SPORTS EQUIPMENT

MEMBER:—The Athletic Institute, a non-profit organization dedicated to the advancement of national physical fitness.

Ex-coach enjoys increased income!

Arlie C. Osborn, of Mt. Pleasant, Michigan, had been a successful high school coach for 12 years when he decided to reach for the success he had been teaching others to achieve.

MR. OSBORN WRITES:

"...after careful appraisal, I joined The Mutual Life in 1938, to sell their policies in my home community. Now I have no contract worries. I enjoy a substantially increased income, and a respected place in my community. I control my own time and my future security is assured. Naturally, I am highly enthusiastic about my association with The Mutual Life Insurance Company."

Mr. Osborn is now a District Manager with a promising future. Under the Mutual Lifetime Compensation Plan, he receives extra compensation for quality of business produced, and for sincere service to his policyholders. In addition, he is eligible for a comfortable retirement income when he reaches age 65.

Mr. Osborn's record is not unique. Many of our Representatives who were formerly coaches have reported income increases of several hundred per cent after joining our ranks, because of their contacts and standing in the community.

We welcome inquiries from coaches and invite them to send for our scientifically developed aptitude test. To qualified men we offer salaries during the training period, and later, liberal commissions plus the full benefits of the Mutual Lifetime Compensation Plan.

THE MUTUAL LIFE
INSURANCE COMPANY of NEW YORK

34 Nassau Street
New York 5, N.Y.

Lewis W. Douglas,
President

GENTLEMEN:
Please send me your aptitude test.

Name .....

Address .....

A-2

thus, they could well afford to use only two men on the backboard.

Of the types of set offense, employed by the various teams at the state meet, those shown in Diagrams 3, 4 and 6 were the most popular.

All teams used set plays, with a driving offense when possible. Since all teams except El Paso used a man-for-man-defense in some form, it was possible for them to run screens and post plays.

All teams in every class had one or two long-shot artists, which made it necessary for the defense to cover these men closely. Long shots were made with one-hand push shots almost exclusively. Two-hand long shots were seldom seen. Such boys as Carswell and Shands of Lufkin, Johnson and Stuart of Paschal, Stakley of Houston, the three Rodriquez boys of Sidney Lanier, Carslyle of Prairie Lea and others could hit from any where if left open.

Shands was probably the greatest shooter at the state meet, as well as the fastest player. Jack Robinson was the best floor man and ball-handler.

Free-throw shooting was about evenly divided between the two-hand lift shot and the one-hand push shot. The two-hand lift shot was more accurate in general. The formations used by defensive teams on free throws are shown in Diagrams 7 and 8, with 8 used the more.

Very often a fast break was started from a tie ball, or at center. The formations shown in Diagrams 9, 10 and 11 were employed by various teams.

All teams used out-of-bound plays, the ones on the end of the court being the most successful used. Plays shown in Diagrams 12, 13 and 14 were used at times.

The defenses used were man-for-man variations mostly. El Paso was the only team employing a zone. Every team except Austin switched whenever it was necessary. Since screening and post plays were used by all teams, much switching was seen.

Attendance at the semifinal and finals ran around 10,000 each time. In district and bi-district play all over the state, attendance records were broken. Field houses in the larger cities, which had accommodated the crowds in the past, could not accommodate more than half the crowds this year.

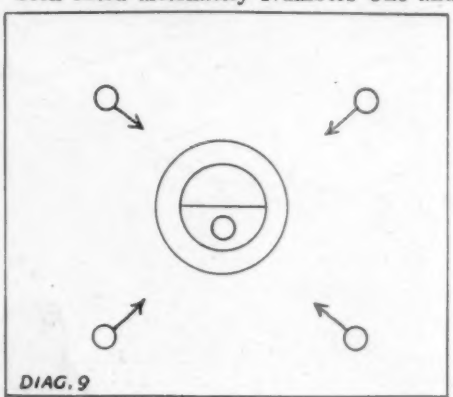
Illinois State Finals

By G. A. Kintner

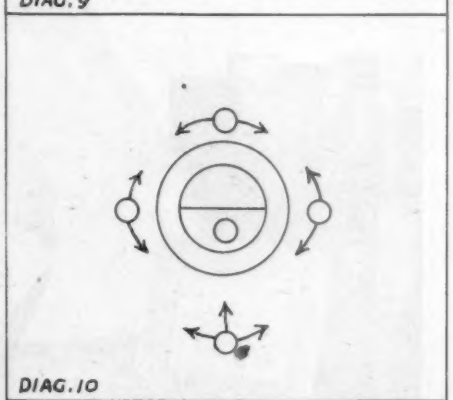
Decatur, Illinois, High School

EIGHT hundred and eighty-one high school basketball teams entered the state-sponsored tournament in Illinois this past season. Competition in the districts, regionals, and sectionals "boiled" those 881 down to the final sixteen which met at the University of Illinois to decide a state champion. Attendance records fell by the wayside as fans jammed and packed their way into George Huff Memorial gymnasium to witness the three-day basketball tournament. Over 50,000 people viewed the games. Schools competing in the "Sweet Sixteen" ranged from little Somonauk with ninety students to Morton of Cicero with an enrollment of 4,800. The present enrollment of Decatur is 1,978.

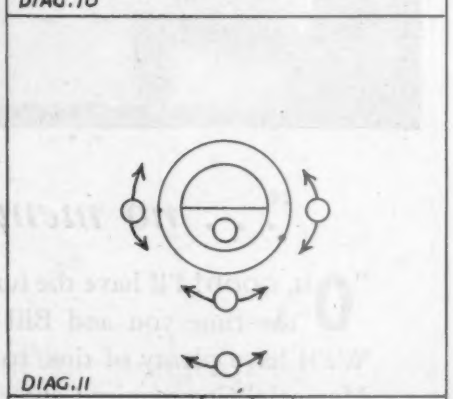
Decatur, the winner, and Champaign, the runner-up made dopesters appear to be experts for once as these two teams had been rated alternately Numbers One and



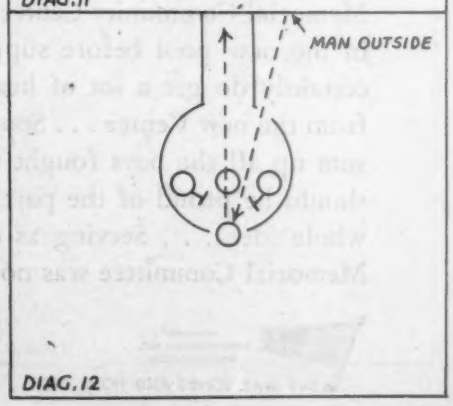
DIAG. 9



DIAG. 10



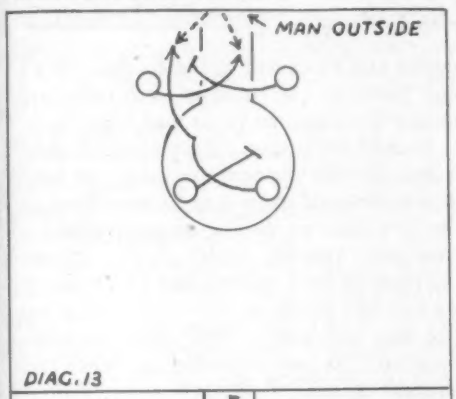
DIAG. 11



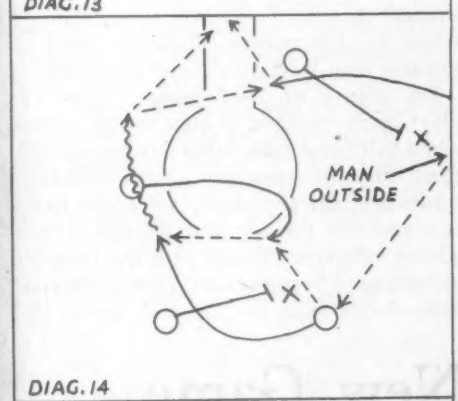
DIAG. 12

Two the state over during the many weeks of a spectacular season.

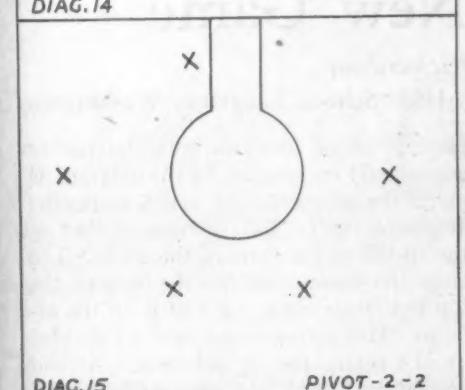
Decatur, the champion, prepared for the strenous tournament play by playing an unusually difficult schedule during the season. The Reds played thirty scheduled games with teams from all sections of the state, two additional in a holiday tournament, and then nine in the state-tournament series. They won thirty-nine and lost two. Along the road in their drive toward a state championship, the Reds won the Big Twelve Conference title, being undefeated in that league.



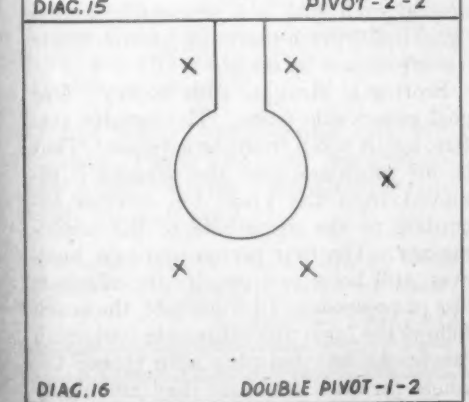
DIAG. 13



DIAG. 14



DIAG. 15 PIVOT-2-2



DIAG. 16 DOUBLE PIVOT-1-2

We're Doing a Job
★"INVINCIBLE" SPORTS★
NETS HAVE GONE TO WAR
The production of sports nets is out for the duration. We're playing for keeps now, and the R. J. Ederer Company's "Invincible" sports nets have the most important job in the world to do . . . the job of protecting and saving the lives of our men engaged in this grim game of war. We have received the Army-Navy "E" award in recognition of the Excellence for which the name "INVINCIBLE" has always stood, and for our success in supplying our troops with vital war materials. Twenty-four hours a day our factories are turning out these special camouflage nets for the armed forces.
All other games must stop until the day when we have won the greatest contest of all. The boys who have played over our sports nets in the past, are now fighting under them, and it is up to us to keep them covered and safe. Definite improvements in "INVINCIBLE" nets, born of intensified research of war time production will bring a great advancement in the quality and design of our sports nets line in the Post-War period to come. However, until victory is assured, R. J. Ederer Company will continue to turn their full sports nets resources and facilities over to military needs and the winning of the game of war.
ARMY E NAVY
R. J. EDERER COMPANY
Home Office: 540 Orleans St. Chicago, Ill.

—TRAMPOLINING—

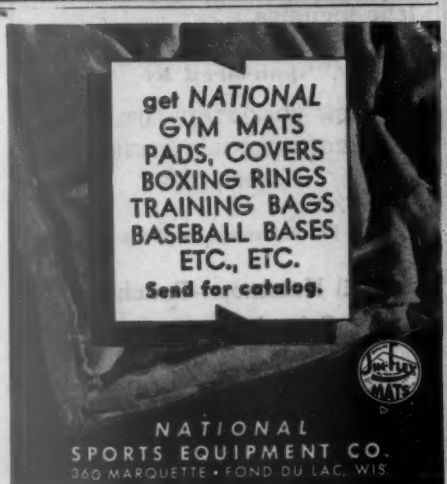
America's Newest Sport—New Workout Pleasure — Fascinating — Body Building — Develops Co-ordination and Control. Adopted by Educators. Write for free literature:

"TIPS ON TRAMPOLINING"—FREE

GRISWOLD & NISSEN

1807 2nd Ave. SE

CEDAR RAPIDS - - - IOWA



NEW YORK STATE COACHING SCHOOL

August 27-September 1

at

HAMILTON COLLEGE

Clinton, N. Y.

FOOTBALL

Carroll Widdoes—Ohio State. Coach of Big 10 Champions —Outstanding H. S. Coach for 9 years.

BASKETBALL

"Ozzie" Cowles — Dartmouth. Winner of 7 Eastern Intercollegiate League Titles.

Lou Alexander—Rochester. Eastern exponent of zone defense with exceptional winning record.

SIX-MAN FOOTBALL

Ray Duncan—Illinois. Author of Six-Man text and a leading teacher and promoter of this fine sport.

BASEBALL TRACK TRAINING

Six days under these outstanding men at a readily accessible campus with all desirable athletic facilities.

Sponsored by

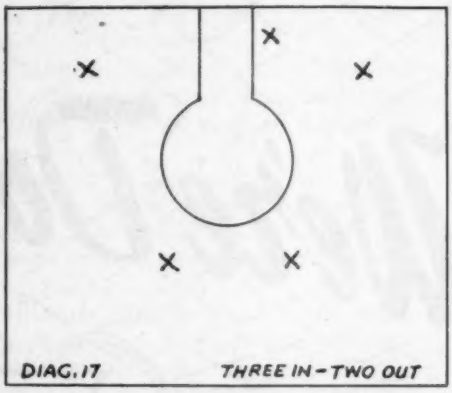
NEW YORK STATE PUBLIC HIGH SCHOOL ATHLETIC ASSOCIATION

For information—Write

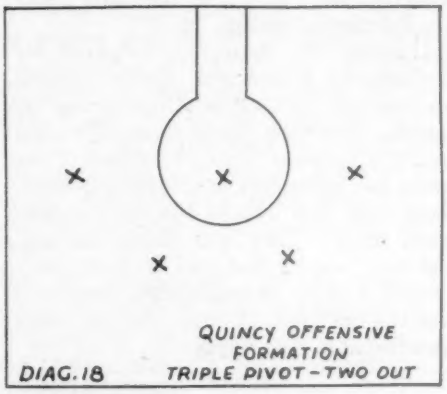
Phil Hammes—Coaching School Chairman

PROCTOR HIGH SCHOOL

Utica, N. Y.



DIAG. 17 THREE IN-TWO OUT



QUINCY OFFENSIVE FORMATION

DIAG. 18 TRIPLE PIVOT-TWO OUT

It has been the writer's good fortune to have been coach of two previous state championship Decatur teams, 1931 and 1936. The biggest difference between our teams of those years and our team of 1945 was scoring. In 1931 and 1936, we emphasized defense while today, we, like most all other teams, are offensively minded. That difference is easily emphasized by pointing to our game with Galesburg in the quarter-finals, score 73-72 in an overtime affair. In the final game with Champaign, the scoreboard read, Decatur 62—Champaign 54. That is a far cry from a 26-22 victory which we won in the state championship game in 1936.

In my observation of this year's play, it seems that the tall boy is becoming more and more predominant in the game. In the tournament at Champaign, there were eleven players six feet, two inches or over, our own center being tallest of all, measuring six feet, seven and one-half inches. Senn High of Chicago boasted of a six-six center and Flora had one of six-five. With tall players, the offenses naturally are centered around the pivot men.

Four of the teams in the state finals used a zone defense whenever possible; six used a man-for-man and a zone at some time or another, and six used a man-for-man exclusively. Decatur made use of a switching man-for-man defense and two types of zones. We preferred the switching man-for-man, but used a zone when the man-for-man was not effective, or when we thought a zone would help conserve our strength. Champaign effectively used a pressing man-for-man all over the floor.

On offense we used several types of plays, each centered around the six-seven and a half pivot man. Our set-ups were of three different types, (1) a pivot man and a two-two, (2) a double pivot and a one-two and (3) three-in and two-out. Our offense, of course, varied with the type of defense set up against us. Our three formations are shown in Diagrams 15, 16 and 17.

Kessler—A New Game

By Leonard Richardson

Director of Physical Education, Kessler Jr. High School, Longview, Washington

MENTION Kessler in Longview, Washington, and Joe Citizen immediately associates the word with the city junior high-school or a combination of a grade and junior-high. To an educator the word connotes the largest peace-time grade-school west of Chicago. But to the boys in the platoon physical education system, the word has a much deeper significance.

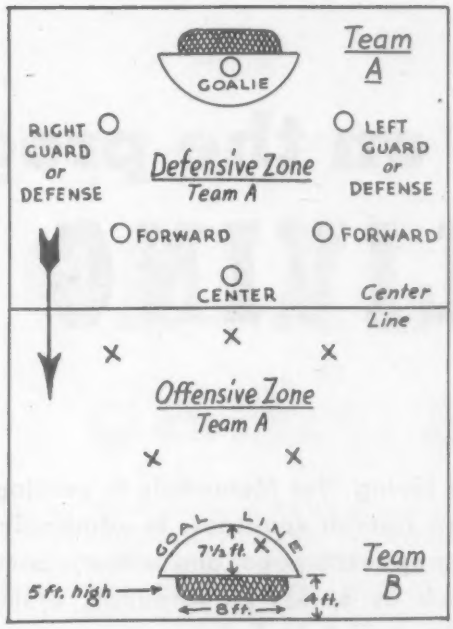
To them, Kessler is a game—a game played for the first time this fall in the Kessler gymnasium. To them, it is a contest, with merits of both ice hockey and basketball, adapted to average-size individuals and to any basketball court. I originated, and planned the game last summer and tested it out this fall with selected physical education classes. Since it proved appealing, I am passing it on to other directors for further development.

Kessler is governed by rules from both basketball and hockey with a few additional ones of its own. A team consists of six players; three forwards, two defense or guards, and one goalie. In the diagram, O marks the offensive team, and X marks the defensive team. The position is that of the tip-off at the start of the game. The large arrow indicates that the team on the top has received the tip and is on the offense. This team's zones then are divided by the center line as indicated. Arched around each goal is a semi-circle labeled "goal line," which marks off an area where a score cannot be made.

Scoring is identical with hockey. One goal counts one point. The penalty system, too, is taken from the ice game. That is, for roughness, etc., the offender is removed from the tussel for minutes according to the magnitude of the misdemeanor. The four person foul rule, however, still holds and penalty for offside is loss of possession. To substitute, the coach follows the same procedure as in basketball except the adopted plan is to relieve the whole forward line since they are highly

active. Since the goalie and defensive men have roles less strenuous, they need be replaced only at intervals when the athlete needs a rest.

If the game is played on a floor where the out-of-bounds are close to a wall, no outside boundaries would be needed since the wall would serve. On a large floor, the same liners would be adequate as in the hoop sport. So that the ball would have little rebound effect, the net behind the mouth of the goal is loosely constructed. We found the eight-by-five goal most satisfactory for a ball the size of a volley ball. There is a direct correlation between the smallness of the inflated sphere and the speed of the game, but cutting down on the measurement also cuts down on the effectiveness of the dribble and calls for extra protection for the goalie. The semi-circle of fifteen in diameter prevents one from taking an unfair shot at the goal since an attempt from within the goal line does not count.



Let us take a few play situations to follow the continuity of the game and to give us a better understanding. To start, the players line up as shown in the diagram with the centers in the middle of the court for the tip-off. The center's objective is to get the ball back to one of his men. Suppose team A has accomplished this. Then A's forward line would pass, or dribble the ball toward B's goal in effort to score. The two defensive men or guards would advance also, but would be in readiness to protect their goal in case of interception and a quick reverse of possession. Like in basketball, the defensive team B would try to check and intercept A's passes to gain possession and to prevent team A from shooting. Let us suppose further that A does shoot and score, then the A team must race back of the center line and wait until the goalie puts the ball in play to one of his men. He has four seconds to do this after the defensive team has crossed the center line. As soon as the goalie gives one of his team mates the ball, the defensive team rushes in to counteract a possible score. While the ball is in the team's defensive zone, it can have only one player in its offensive zone, and in case there is a pass from the offensive zone to the defensive zone, all the players (except one) must rush back to prevent an offside penalty.

Again let us suppose that one player on team A trips a player on team B. The referee would blow his whistle and put the offender on the bench for two minutes, thus handicapping his team for that interval with only five men instead of six. More than one can be put off the floor at the same time, and usually the outnumbered condition invariably draws a score. As the game is still new, it would be challenging to coaches to work out new offenses and defenses.

In spite of the popularity of the new sport, I know that the game will never have a chance of becoming as popular as America's favorite indoor sport activity. However, some advantages which this game has over basketball are listed below.

1. It has a team of nine instead of five, thus using more men.

2. It is adapted to the average size athlete thus taking the sport out of the limited tall players.

DO THE BOYS PLAY TOO ROUGH?

Your team wouldn't be worth a darn if they didn't "play for keeps." But that means injuries – bruises, sprains, strains!

That's where *you* come in, Mr. Trainer. These are *your* headaches. And that's when Antiphlogistine really does its stuff!

You know the value of Moist Heat applied over long periods of time.

Well, Antiphlogistine – a ready-to-use medicated poultice – supplies this helpful Moist Heat for many hours, without fuss or bother. It eases pain, helps reduce swelling, speeds up recovery.

Check your stock of Antiphlogistine *now!* Have it ready to meet the many emergencies that come up in your job.

Write in for Your FREE Booklet — "Athletic Injuries"

ANTIPHLOGISTINE HELPS YOU "KEEP 'EM IN THE GAME"

Antiphlogistine

The Denver Chemical Mfg. Company
New York 13, N. Y.

a report on the progress of
THE LIVING WAR

• That the campaign for Living War Memorials is gaining momentum all over this country and in seven foreign countries, is admirably attested by a report from the Commission (see opposite page, and below). Because practical, "working" War Memorials such as parks, playgrounds, athletic fields, swimming pools, stadia and the like, will help build a stronger and healthier America. The Athletic Institute urges all sporting goods dealers everywhere to do all they can to promote this worthy movement in their own towns. We print below some further information on the progress of the campaign.

Theodore P. Bank

★

• A meeting of the American Commission for Living War Memorials was held February 3, 1945, at the Hotel New Yorker, New York. Present were members of the Commission: Chairman George M. Trautman, William Leiser, Louis Bromfield, Colonel Theodore P. Bank and George R. Holstrom. Among the guests were Owen Reed, Editor of *Scholastic Coach;* Dr. Hiram A. Jones, Regional Advisor, Region 2-3; and Daniel J. Kelly, Regional Advisor, Region 1.

. . . Considerable discussion took place relative to the organizational set-up the Regional Directors would follow in promoting the War Memorials project in the states that comprise their respective regions. In view of the fact that what might be suitable for New York might not be adaptable for Louisiana or Texas or the rest of the country, it was decided that the Regional Advisors would follow the organizational course most applicable for their particular states.

. . . The group was informed that as time goes on, the scope of the Commission becomes more demanding and more voluminous. Over 5,000 of the brochures, *Memorials That Live,* have been distributed among communities scattered throughout the States, as well as to communities in seven foreign countries.

A copy of the brochure, *Memorials That Live,* will be sent free on request to George M. Trautman, Chairman, Commission for Living War Memorials, 30 East Broad St., Columbus 15, Ohio.

Boost the Campaign for WAR MEMORIALS THAT LIVE

"Keep Fit Through
The ATHLETIC
A Non-Pr
209 S. State Street, Chicago, Ill.

MEMORIALS campaign

• **Following is a list* of the number of states in which preparations for Living War Memorials are already being made. Note that the figures after each state represent the actual *number of towns* and not the number of memorials. Thus, in Columbus, Ohio, where the Main Office of the Commission is located, there are six specific Living Memorials organized and under way. In the tabulation, Columbus is included as one location and not as six, which is the number of projects already being contemplated in that city.**

REGION ONE

Connecticut	21
Maine	9
Massachusetts	35
New Hampshire	5
Rhode Island	7
Vermont	9
Total	86

REGION TWO-THREE

Delaware	1
New Jersey	33
New York	72
Pennsylvania	76
Total	182

REGION FOUR

District of Columbia	1
Maryland	6
North Carolina	13
Virginia	25
West Virginia	20
Total	65

REGION FIVE

Kentucky	10
Michigan	38
Ohio	77
Total	125

REGION SIX

Illinois	84
Indiana	23
Wisconsin	42
Total	149

REGION SEVEN

Alabama	22
Florida	16
Georgia	8
Mississippi	6
South Carolina	10
Tennessee	9
Total	71

REGION EIGHT

Iowa	20
Minnesota	36
Nebraska	11
North Dakota	3
South Dakota	9
Total	79

REGION NINE

Arkansas	6
Kansas	20
Missouri	12
Oklahoma	10
Total	48

REGION TEN

Louisiana	7
New Mexico	4
Texas	28
Total	39

REGION ELEVEN

Arizona	4
Colorado	5
Idaho	5
Montana	8
Wyoming	3
Utah	3
Total	28

REGION TWELVE

California	47
Nevada	1
Oregon	6
Washington	10
Total	64

Canada	26
New Zealand, Cuba, Honolulu, Australia, Scotland and England	6
TOTAL	968

* As of March 20, 1945

etics and Recreation"

NSTITUTE, ***Inc.***

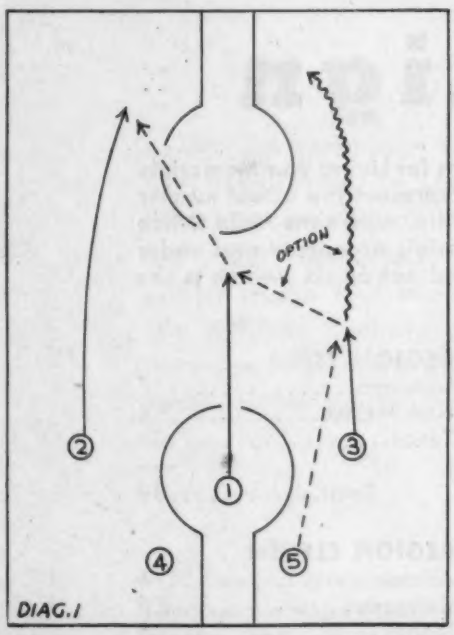
anization

Col. Theodore P. Bank, President

ATHLETIC INSTITUTE ★ KeepFit ★ THROUGH ATHLETICS AND RECREATION

Basketball in the Pacific Coast Junior Colleges

PROOF that Pacific Coast Jaysee basketball, as played in the Western States College Basketball Tournament at Compton College this year, which



The Pass on the Pasadena Fast Break. 5 passes to 3 (forward on same side) who has option of pass to 1 in front of key or dribbling for one-hand shot at least ten feet out or farther from basket. If 3 passes to 1, 1 relays the ball back to 2 immediately or after another quick exchange with 3.

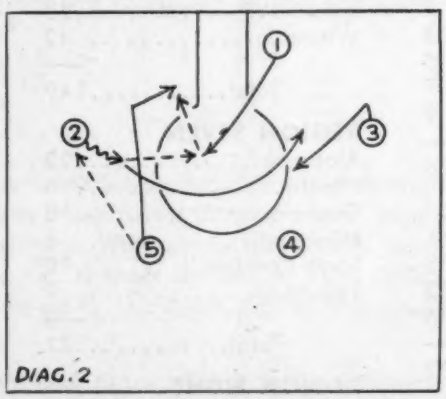
was won by the Pasadena Bulldogs in a 35 to 34 title thriller from the Modesto Pirates, was tops, was demonstrated by the display of strength in the National A.A.U. cage tournament later in the season by the Western Tourney's runnerup team, Modesto, in which the Western five all but upset Denver's top A.A.U. quintet, tourney finalist in an early round game, leading the Rocky Mountain powerhouse well into the final half, only to lose when the Westerners could not match the Mile High City team's reserve strength in the final drive.

The nine top two-year college fives participating in the Western Tourney this winter were Phoenix, Modesto, Fullerton, Glendale, Santa Ana, Los Angeles, Santa Monica, Pasadena, and Compton. Modesto finished second to the championship Pasadena team, while Santa Ana was the runner-up five below the consolation title winning Compton quintet.

Following this winter's tourney play, Earle "Goldie" Holmes, athletic director at Compton College, the tournament's host school, asked William J. Schleibaum, Director of Playgrounds and Recreation at Compton and a former college cage star at the University of Redlands in his undergraduate days who charted the tourney games and is a Southland authority on basketball, to prepare a technical report on the various systems of play employed for the Athletic Journal.

Following is Schleibaum's analysis of the play employed by the tourney's four outstanding fives, the championship Pasadena quintet, Modesto, Phoenix, and Compton.

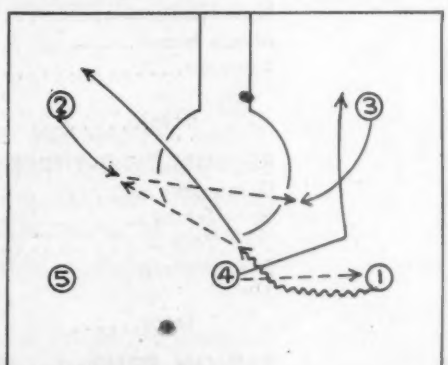
The defensive play of the top teams, with the exception of the Compton five, was of the man-for-man variety with all teams switching if close in screens necessitated a change to keep a man from scoring, but in nearly all other instances, the defense allowed the man covering the man with the ball the opportunity to slide through to keep on the man of the original



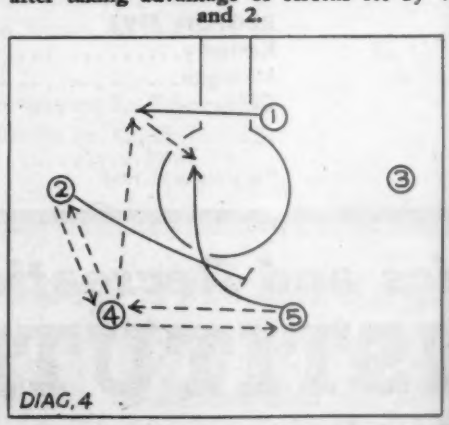
The Modesto Rolling Screen Either Side of Court. 5 passes to 2 and sets inside screen on X2. 2 dribbles and passes to 1. 5 continues to basket if X5 switches to 2. 1 has option of passing to 2, 5, or 3 behind screen.

assignment. Compton worked from a zone defense with the back three keeping as close into the hoop as possible, and two lightning-fast forwards playing the ball in the front of the defense, constantly pressing the offensive guards to attempt a steal. Each coach seemed to utilize the playing ability of the men at his disposal both on offense and on defense. Modesto and Pasadena were favored by having two centers of the elongated variety which kept the opposing defenses constantly planning ways and means to keep at least two defensive players on the strong men while on defense. Midway in the first period of the Pasadena-Phoenix fray, the Bears had their tallest defensive man behind the Bulldog center, and the two forwards, playing a very wide type of man-to-man, in order to assist in covering from the front angles on any passing into the center position. The fact that Phoenix covered the center so closely that the officials called some close fouls on the Bear squad resulted in their losing their tallest man and also their right to contend for the championship trophy.

On offense, each team had its own distinctive style, and the final tournament game found the slow-breaking set-offense of Modesto pitted against the fast-breaking whirlwind play of the Red and White of Pasadena. Pasadena, tournament champion, made the initial pass down court about midway (Diagram 1), to the forward on the same side that the ball was retrieved off the bank, and from there the ball went into mid-court, or the forward in possession continued on down the side for a fast dribble and a one-hand shot from better than ten feet out. The percentage of shots made was high, and the rebound power of the 6'7" center had a telling effect on the score sheet. After the initial charge down the floor, the Pasadena



Phoenix—3 Men Out. Players interchange positions keeping five spots filled at all times. Play starts (works on either side) with figure eight with 5, 4, and 1 involved; then 4 passes to 1, checks X1 and goes to corner; 1 dribbles, then passes to 2 and screens X2; 2 passes to 3 and screens for 3 who shoots after taking advantage of screens set by 4 and 2.



Compton's Set Play Guard Through. Rapid passing. 4 passes to 2, 2 returns pass to 4 and breaks across court to set screen for 5; 4 passes to 5 who returns pass to 4 and breaks to basket; 4 passes into 1 in corner; 1 passes to 5 under basket for the shot.

five settled down to offensive play of the pivot variety, playing for screens around the center, who was placed along the free-throw lane close in on the side of the court with the ball. Most of the Crown City's scoring was from the fast break or from the center spot on a left-handed pivot on a pass from a guard into the center.

Modesto featured the screen with a roll with the guard setting the screen for the forward on either side of the floor (Diagram 2). The Blue netters from Northern California were the only squad of the four finalists who lacked a fast break, but favored with one of the finest sharp-shooting guards and a giant at the pivot, the screens set to the forwards proved sufficient to keep them in every contest and to place them within one point of the championship cup. The shooting of the Modesto team from the free-throw circle was one of the tournament features.

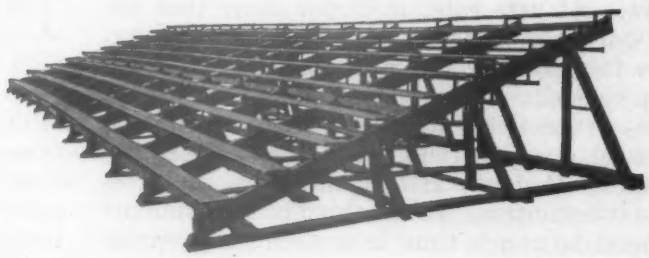
The Bears from Phoenix were very well coached, and utilized both the fast break and a set offense. Somewhat different than all other teams competing, the Copper State team used no pivot man after the first break down the floor. With three men out and the forwards in the corners, Phoenix used somewhat of a figure eight in the front (Diagram 3), but at times the guards worked around the forwards on both sides of the court and the forwards at times crossed from the sides much in the manner of the double pivot, but they were of course starting from much wider on the court. The boys from Arizona in the manner of many of the Eastern teams attempted more to make offensive screens that would get the shooter in position for set shots about as far out as the edge of the free-throw circle.

The play of the Compton Tartars was interesting in that it showed the havoc that can be wrought by two small extremely fast forwards on a zone defense and a fast break. Both men were short; one was very light; both were very accurate. On defense, the two would team up if possible on the man with the ball and many times came up with it, both racing down the court for a quick score. With the failure of the fast break, the Maroon and Gray five worked definite set plays which were set up by signal. Due to the fact that two of Compton's first five were mid-term enrollees, the set plays were on the whole unsuccessful, but at times one would work to perfection (Diagram 4) for the two point score.

All in all, the play of the First Annual Western States College Basketball Tournament held at Compton College featured the fast break, one-hand shooting style of play for which the far west is coming into prominence in the cage sport. As travel restrictions are lifted, tournament officials plan to have outstanding teams from all of the Western States represented which will be interesting from an observer's standpoint as to the style of play used.

KNOCKDOWN
REG. U S PAT OFF

BLEACHERS
are available now



However, we are allowed only limited production in 1945.

We suggest that you contact us immediately regarding requirements for the 1945-'46 season.

LEAVITT CORPORATION
(Est. 1895)
URBANA ILLINOIS

BASEBALL COACHING KIT

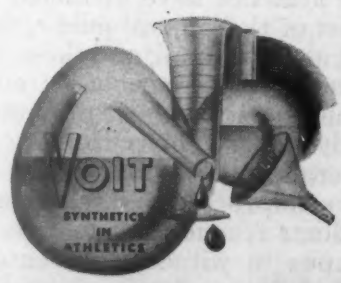
19 LOOSE LEAF BOOKLETS—$1.75

Just the thing for young and old coaches to issue to their young players to prepare them to open the season baseball-minded.

TWO booklets for players of each position plus seven more such as

Baseball Practice Session Talks
Organizing the Pitcher's Thinking
Keeping the Squad Busy
Signal System Ideas, Etc.

H. S. DE GROAT
So. Main Street, NEWTOWN, CONN.



Synthetic
VOIT RUBBER-COVERED ATHLETIC EQUIPMENT
Mfgd. by W. J. Voit Rubber Corp. — 1600 E. 25th St., Los Angeles 11
Chicago Branch: 180 No. Wacker Drive, Zone 6

PETERSEN
GYM MATS

Used in Schools, Colleges, Army Bases and Naval Stations coast-to-coast. Full line wrestling, boxing, tumbling mats and foot-ball dummies. Send for catalog and prices.

PETCO TRADE MARK

PETERSEN & CO.
5561 BAYNTON STREET
PHILADELPHIA 44 PA.

Conflict Between Athletics and Scholarship

(Continued from page 18)

possibly four or five college games during the season, thus spending perhaps ten to fifteen hours as a spectator. If he did not have the opportunity of witnessing the college games, it may be that he would have spent these fifteen hours in the laboratories, or libraries, or perhaps at the movies, or in other ways. At any rate, it is not clear that his academic work has suffered an irreparable injury, due to the fact that he has attended a few games during the season. In the second place, at most of the colleges in America, students are not permitted to attend week-day practices, but rather are encouraged to spend the late afternoon hours in intramural sports activities. In the third place, students do not spend so much time in reading the sports pages of the daily newspapers and in discussing football as certain critical writers would have us believe that they do. The fact is the average college man takes his football in stride. He enjoys watching the games and, undoubtedly, he rejoices when his team wins. At the same time, he does not go into mourning when the team loses and, all in all, he has a perfectly sane attitude toward college athletics. There was more hysteria on the part of undergraduates respecting football in the early days of small college-stadia than is to be found in this period which has witnessed the growth of the present college football arenas.

The fact is that nowadays, when school and college athletics have attracted the attention and interest of the general public, the undergraduates, as well as the alumni, and those remotely, or not at all, connected with school or college life attend the games sponsored and promoted by the educational institutions. Thirty to forty years ago, our people generally followed the fortunes of the professional and semiprofessional teams, and the undergraduate students frequently left their work on, or near, the campus to witness the contests, staged and supported by professional promoters. The change, that has taken place, is in the interests of the undergraduates, the alumni, and others.

Some suggest that it is impossible for a people to manifest interest in athletics and scholarship at the same time. Many of these, however, hold aloft the athletic and educational ideals, as exemplified by the classical Greeks, overlooking the fact that the successful athletes in ancient Greece were accorded more adulation than has ever been shown a college athlete in this country. The fact remains that the period of Greek civilization which produced the greatest philosophers, scholars, and artists, also produced the greatest athletes. So far as Greece was concerned, whether or not a correlation existed between athletic interest and devotion to the things of the mind and the spirit, certainly there was no correlation between low scholarship or learning and superior athletics. Amateur athletics and civilization have advanced hand in hand, and the past experiences of the race lead us to suggest that it has never yet been shown conclusively that it is necessary to neglect brawn for brain or brain for brawn.

Professional and Amateur Athletics

THERE have always been professional sports in this country. In the early days shooting contests with the rifle for money prizes were common occurrences. Horse racing, while not to be classed as an athletic event, was a popular professional sport from the earliest times, especially in the country districts. Forty years ago, town hose teams competed in firemen's tournaments for cash prizes. Although the teams were supposedly made up of local men who were members of the volunteer fire departments, yet professional sprinters oftentimes found it advantageous to locate in the towns where interest in hose racing was keen, and in the modern sense of the word, the hose teams that competed in the state tournaments were at least semiprofessional in character. The Caledonian games flourished in the nineties. In these games, the men competed for cash prizes and some of the best-known athletes found such competition fairly remunerative. At about the same time, professional foot racing was at its height. Many of the towns and cities boasted of the prowess of some phenomenal sprinter, and match races at which considerable sums of money changed hands were frequently held. Professional baseball, almost from the beginning of the game, caught the fancy of the American people, and there is hardly a city, town, or hamlet in these United States that at some time or other has not sponsored or promoted a professional ball club of some sort.

At the time when professional athletics were in their heyday, school and college athletics were gradually coming into their own. The A.A.U. and other amateur organizations were factors in the athletic life of the nation. In those days, the athletic clubs had some considerable athletic prestige. The idea generally prevailed, however, that the professional athletes and professional teams provided better entertainment than that which could be presented by amateur performers. Some newspapers suggested that, since the professionals illustrated the highest art in athletic technique and excellence, and since the amateurs, as the name implied, represented mediocre performance, the public naturally should support the professional games.

The athletic equipment in the schools and colleges in those days was inadequate. In the small towns, the high school games were played in an open pasture or lot, and the field that was used by professional teams was usually rented on the occasion of school games. In the larger cities, the professional ball parks were rented for the school and college games. For indoor athletics, especially track, the college men competed in A.A.U. meets which were held in such buildings as the First Regiment Armory in Chicago, Convention Hall in Kansas City,

and the Coliseum in St. Louis. Only a few of the colleges and universities at that time had suitable indoor running tracks, and the coaches and athletes welcomed an opportunity to accept the invitations extended to them by the promoters of these various meets. The expenses of the college athletes, competing in these A.A.U. meets, were usually guaranteed by the promoters because the connection with the universities, represented by the various athletes, improved the class and social rating of the games. School and college athletes, however, in those days received but meager publicity in the newspapers, and college athletics, as judged by present-day conditions, had a comparatively small following.

In 1904, Angelo Mosso published in Paris a work in which he commented on American college sports and suggested, "Athletics is a disease which carries its own remedy since, if a sport becomes purely professional, the amateurs abandon it and turn to new games." This gentleman twenty-five or thirty years ago advanced a thought, the truth of which is now becoming recognized in this country, and those who have been interested in knowing why certain sports have developed very rapidly, while others have suffered and declined, have come to understand that, if a sport becomes highly professionalized, as Mosso suggested, the amateurs will turn from it and play other games. Boxing is primarily a professional sport in the United States. During World War One, boxing was taught in the military camps as an adjunct of military training. Thus, the war and navy departments placed their stamp of approval on it and recognized the inherent values in this sport in the making of fighting men. With the impetus given boxing by the departments of the United States government, although it was taught to approximately four million men by the finest experts in this country, it as an amateur sport has failed to show signs of great progress. Even the amateur boxing, generally conducted in the larger cities by the A.A.U. is recognized as semiprofessional in character. Boxing has been professionalized to such a degree that it has ceased to be an amateur sport. It may be that, with the renewed emphasis put on boxing in the present war, this revived interest may be maintained after the conflict and amateur boxing will be sponsored on a large scale in our schools.

Professional foot racing became so corrupt that, following the conviction of some of the members of the famous Mabray gang, our people became disgusted with all forms of professional running and, as a result, today there is practically no professional foot racing in America. Professional wrestling, at the present, is in disfavor in most sections of the country, and there are signs which indicate that amateur wrestling, especially in the schools and colleges, is winning a place in the field of school sports. Professional football has never gained much of a foothold, and the efforts, which have been made to capitalize on the reputation of a few of the outstanding college stars, have not been permanently attended with success.

Professional baseball in the period in which people have spent money freely for amusements has been more than successful in the major leagues. Professional baseball, however, in the minor leagues has been, for the most part, unprofitable, and unorganized professional baseball is rapidly becoming a thing of the past.

There are two reasons why professional athletics have suffered a decline and why school and college athletics have grown in popularity. First, in addition to the reason given by Mosso, the officiating at professional baseball, basketball, and other games has not been satisfactory, partly because the officials themselves were incompetent, and more generally because due to lack of organization, the promoters have not been able to control the players or to support the officials. This of course is not true in major-league baseball, where the umpires are given the finest support possible by the officers of the leagues. There is, furthermore, a lack of permanency in the organizations that have promoted professional sports and what is even more important, professional athletics, with the exception of big-league baseball, a few of the best-known prize fighters, and the managers, and wrestlers who comprise the two wrestling trusts, have lost money in attempting to stage professional bouts, games, and tournaments. It has been conclusively demonstrated that it is impossible, from a financial standpoint, to pay all of the boys who want to play baseball for playing. Very often, the men who have sponsored professional-sports enterprises have failed to win the support of the better class of people in the several towns and villages. Consequently, the games have lost standing in the social scale of sports.

During this period in which the professional promoters were attempting to entertain the American people with professional athletics, the schools and colleges were gradually developing amateur sports for, and by, the undergraduates. After the students had started athletics in the schools and colleges, as previously mentioned, the educational authorities assumed the responsibility for the conduct of such activities. Although, in many cases, athletic control by the school and college heads was only nominal, yet taken, by and large, men of standing in the communities were interested in seeing that interinstitutional athletics were conducted on a high plane. As a result, our people generally have confidence in the kind of athletics that are being conducted by the educational institutions. The schools and colleges are, for the most part, permanent in character. In some of the older universities, athletics have been conducted without interruption (except during war times) for seventy-five years or more, and it is reasonable to believe that the educational institutions will be sponsoring athletics for years to come. The permanency of the character of these educational institutions that are conducting athletic sports has added to the prestige and popularity of school and college athletics.

Today, the citizens, in the small towns especially, have transferred their interest of former days in professional sports to the games that are managed and controlled by the high school and college authorities. In the larger cities, the athletic clubs have,

one after the other, given up their interclub competitive teams; the A.A.U. meets are of secondary importance to conference and other meets, sponsored by the colleges; and unorganized professional baseball is being superceded by playground ball and by the American Legion junior baseball activities. There will probably always be some professional football, and basketball, and a certain amount of professional tennis and golf, and there is no reason for suggesting that major-league professional baseball will lose its appeal with the American people. Amateur sports, however, are now in their ascendency, chiefly because of the impetus that has been given them by the schools and colleges.

Some profess to believe that a return to the old situation where townspeople paid little or no attention to high school and college athletics and spent their money for professional sports amusements is more desirable than the present situation where our people quite generally are very much interested in the athletics offered by the educational institutions. From the standpoint of the future of athletics and the good of individual sports, certain it is that there are more prospects of the perpetuity of the different games under the present management and auspices than was to be expected under the management of the professional promoters. From still another viewpoint, it is undoubtedly well that our sports ideals are at the present time being shaped by school and college men and by amateur athletes rather than by those who have engaged in athletics for monetary reasons. The attitudes of the adult spectators of today were largely determined in the professional regime of other days. There is every reason to hope that the attitudes of the spectators, ten years from now, toward athletics will be still more favorable toward amateur athletics, since their attitudes are being influenced in large measure by the example of the amateurs.

The American people have tried to administer athletics on a professional basis and, for a number of reasons, are abandoning the plan. Those who formerly were interested in supporting professional sports events have, in large numbers, transferred their allegiance to school and college athletics.

The A.A.U., minus a paid administrative and coaching personnel, and lacking athletic grounds and buildings, is no longer able to attract the college athletes to its meets and tournaments as formerly. The colleges are now providing their athletes with attractive schedules, and the help of outside agencies is no longer needed.

With the exception of a few of the old established ones that have had a permanent athletic history, the athletic clubs have given up their interclub teams.

The bulk of the nation's amateur athletics, aside from golf and possibly tennis, is now supported by the educational institutions primarily, and by amateur organizations such as the playgrounds, the American Legion, the Y.M.C.A. and other philanthropic groups.

This is the age of amateur athletics in the United States. Amateur athletics will continue to grow if the educational institutions supervise them wisely and assume a friendly attitude toward athletics.

INDEX TO ADVERTISERS

American Hair & Felt Co. 26

Athletic Institute, The 42, 43

Coca Cola Co. ..... Cover 3

De Groat, H. S. 45

Denver Chemical Co. 41

Dolge Co., C. B. 28

Drake Relays 24, 25

Ederer Co., R. J. 39

Griswold & Nissen 39

Hillerich & Bradsby Co. 33

Ivory System ..... Cover 4

Kahnfast Athletic Fabrics 26

King Sportswear Co. 29

Leavitt Corporation 45

MacGregor-Goldsmith, Inc. 37

Fred Medart Mfg. Co. 31

Mutual Life Insurance Co. of N. Y., The 38

National Sports Equipment Co. 39

New York Coaching School 40

Petersen & Co. 45

Rawley Co., The 3

Rawlings Mfg. Co. 23

Reach, Wright & Ditson 19

Riddell, Inc., John T. 35

Seamless Rubber Co. ..... Cover 1

Softball Tournaments ..... Cover 3

Spalding & Bros., A. G. 1

Toro Mfg. Co. 28

U. S. Rubber Co. 21

Voit Rubber Corp., W. J. 45

Wilson Sporting Goods Co. 27

Witchell-Sheill Co. 4

The 1945 Intramural Softball Tournaments

Organize and mail entries to the A. S. A.

Sanctioned by The Amateur Softball Association of America—an allied member of the A.A.U. Awards by The Coca-Cola Company.

No entry fees. No obligation. Just fill out the coupon and mail it in. You will be mailed brackets and all instructions giving full details for conducting your own tournament. Do it today . . . and get valuable awards laid aside for your school by The Coca-Cola Company.

ENTRY BLANK

Amateur Softball Association
Municipal Pier, St. Petersburg, Fla.

Please enter our high school in the Amateur Softball Association Coca-Cola 1945 Intramural Softball Tournament. It is understood that at the completion of this tournament by our school a set of 10 Sterling A. S. A. Coca-Cola Softball Awards will be sent us without charge.

We will have

.....boys teams

.....girls teams

..... School name

..... City State

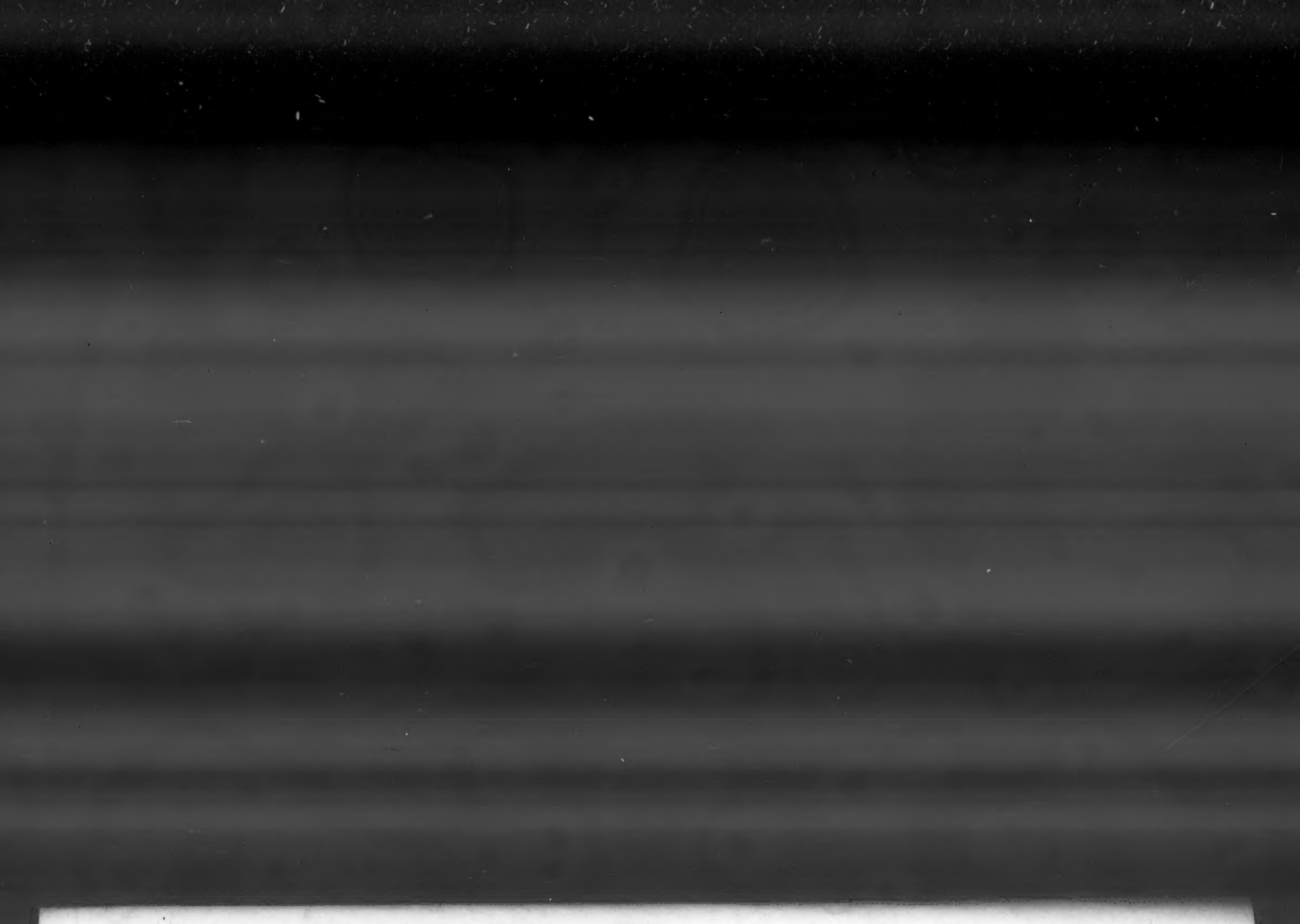
..... Coach's name

These are days in the IVORY SYSTEM when we are desperately hard pressed, striving to keep the athletic equipment of Schools, Colleges and Military organizations in serviceable condition until the war's end.

Every available pair of hands is necessary if we are going to finish the tremendous amount of work we have on hand in time for the opening of the respective sports seasons in 1945.

Our roadmen must be pressed into factory service, at every possible opportunity, and their road trips must be curtailed for your sake and for ours. Whenever you possibly can, therefore, please ship along your spring sports equipment without waiting for an IVORY SYSTEM man to call — we will both benefit thereby.

Ivory System

RECONDITIONERS
OF ATHLETIC
EQUIPMENT

PEABODY, MASSACHUSETTS